

AMERICAN STUDIES (Div II)

Chair: Cassandra Cleghorn, Senior Lecturer

- Stefan B. Aune, Visiting Assistant Professor of American Studies
- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Souhail Chichah, Visiting Lecturer in American Studies
- Kelly I. Chung, Assistant Professor of American Studies
- Cassandra J. Cleghorn, Chair and Senior Lecturer in American Studies and English; affiliated with: English, American Studies
- Brian Murphy, Visiting Assistant Professor of American Studies
- Jan Padios, Associate Professor of the American Studies Program, Chair of the Asian American Studies Program; affiliated with: American Studies, Asian American Studies
- Mark T. Reinhardt, Class of 1956 Professor of American Civilization; affiliated with: Political Science, American Studies; on leave 2023-2024
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- William Samuel Stahl, Visiting Assistant Professor of American Studies
- Selamawit D. Terrefe, Mellon Just Futures Fellow
- Dorothy J. Wang, Professor of American Studies; on leave 2023-2024

GENERAL PROGRAM DESCRIPTION

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

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

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

COURSES AND COURSE NUMBERING

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

THE MAJOR

Required Courses

American Studies 101, America: the Nation and Its Discontents

American Studies 301, Junior Seminar

One 400-level course designated Senior Seminar

Elective Courses

Seven courses: four should be chosen from your primary specialization field; the remaining three electives must represent each of the remaining three fields, to ensure breadth of your study. At least one of your seven electives should cover pre-1900 American history or culture.

THE DEGREE WITH HONORS IN AMERICAN STUDIES

ELIGIBILITY AND APPLICATION FOR HONORS

Candidates for honors in American Studies will undertake a substantial, year-long, independent project during their senior year. Applicants should have a consistent record of high achievement in courses taken for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with both the chair and a prospective faculty adviser in the fall or winter of their junior year. Students who wish to pursue honors must submit a brief proposal describing their project to the Chair of the American Studies Program by the time of spring registration of their junior year. Final admission to the honors thesis program will depend on the AMST advisory committee's assessment of the qualifications of the student and the merits and feasibility of the project (including the availability of relevant faculty advisers). If your thesis is approved, you will enroll in AMST 491/Winter Study/AMST 492. These courses, taken together, count as one of your required electives.

TIMELINE FOR AMERICAN STUDIES HONORS THESIS STUDENTS

The fall and winter study deadlines vary widely, depending on your own rhythms, the timing of your meetings with your adviser, etc. The first part of the fall is typically devoted to refining the questions at the heart of your project, and the scope of your argument (including literature review, archival research, etc.) Most students begin this work over the summer. We encourage our students to start writing as soon as possible. Typically, we aim to have students write a draft of one substantive chapter and the introduction by the end of finals week in fall semester, though some have produced two substantive chapter drafts instead.

January is very important. Many pages of new writing and editing of previous work will can be done in this period. Occasionally, seniors will meet together in an informal thesis colloquium. The goal for Winter Study, generally speaking, is to know by the end of it what you will need to write in the last push as Spring semester begins. Your biggest push will come in February and March. All writing and revisions should be done by the end of spring break. Here are the approximate deadlines :

- Immediate after Spring Break: draft of entire thesis is due to your adviser and your two readers;
- Two – three weeks later: deadline for readers to respond to you with comments/suggestions;
- Wednesday of the last week of classes: final version of thesis due to readers.

Senior thesis writers will share their work with interested faculty and students in a public presentation in the last weeks of the spring semester. Designation of Honors or Highest Honors will be decided by the faculty at the end of the semester.

ADVISING

All majors will be assigned a faculty adviser. Majors must meet with their adviser during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the American Studies major approved. Both majors and non- majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

AMERICAN STUDIES AND OTHER PROGRAMS

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

STUDY AWAY FROM WILLIAMS

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for College credit may also count toward the American Studies major. Many of the courses offered by Williams at Mystic Program also count toward the major. Please see the chair if you have questions about how your study abroad may enhance your American Studies experience.

Students planning to be away in the junior year should have taken American Studies 101 before they leave; those who can take the Junior Seminar before they go away are strongly encouraged to do so. Students should consult as early as possible with the chair or their adviser about their plans for fulfilling the requirements of the major.

SPECIALIZATION FIELDS

To provide focus for work in the major, each student will choose one of the specialization fields listed below and record this choice when registering for the major. (This commitment can be revised, in consultation with the chair.) At least four electives should be taken from this primary field.

ARTS IN CONTEXT

This specialization is for students interested in American arts, literature and media. Its approaches are interdisciplinary: it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—historical, social, political—that determine and situate those forms.

Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance, experimental and activist art.

Elective Courses

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

[AFR 205 / WGSS 207\(F\) TUT She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 302 SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AMST 142 / STS 142\(S\) TUT AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: TBA

[Catalog details](#)

[AMST 146\(F\) SEM Introduction to Native American and Indigenous Studies](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 222 / MUS 217 / ENGL 221 / AFR 222\(F\) SEM Hip Hop Culture](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 299 / ENGL 299\(F\) TUT Let the Record Show: U.S. Literature of Research and Witness](#)

Taught by: [Cassandra Cleghorn](#)

[Catalog details](#)

[AMST 300 / ENGL 300 / COMP 357 SEM Re/Generations I: Memory Against Forgetting and the Global American Empire](#)

Taught by: Anthony Kim

[Catalog details](#)

[AMST 306 / AAS 306 / ARTH 306\(S\) SEM Building Power: Race and American Architecture](#)

Taught by: TBA

[Catalog details](#)

[AMST 321 / STS 321 SEM Unsettled Futures: Time, Crisis, and Science Fiction from the Margins](#)

Taught by: Eli Nelson

[Catalog details](#)

[AMST 326 / ENGL 316\(F\) SEM Unfinishing America](#)

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

[AMST 335 / ARTH 335 SEM Uncovering Williams](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 357 SEM Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self](#)

Taught by: Anthony Kim

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(F\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376\(S\) SEM Black Critical Theory, Black Avant-Garde](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 375 / AAS 375 / WGSS 375\(S\) SEM Asian American Sexualities](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[ARTH 264 / AMST 264\(F\) LEC American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)
[Catalog details](#)

[ARTH 310 / WGSS 312 / AMST 333 SEM An American Family and "Reality" Television](#)

Taught by: TBA
[Catalog details](#)

[COMP 242 / AMST 242 / GBST 242 / ENGL 250 SEM Americans Abroad](#)

Taught by: [Soledad Fox](#)
[Catalog details](#)
[ENGL 204 LEC Hollywood Film](#)

Taught by: [James Shepard](#)
[Catalog details](#)
[ENGL 210 SEM American Modernism](#)

Taught by: [John Limon](#)
[Catalog details](#)
[ENGL 220 / AFR 220 / AMST 220 SEM Introduction to African American Literature](#)

Taught by: TBA
[Catalog details](#)
[ENGL 338 / AMST 338 SEM Literature of the American Renaissance](#)

Taught by: [John Limon](#)
[Catalog details](#)
[ENGL 372 SEM Documentary Poetry](#)

Taught by: [Jessica Fisher](#)
[Catalog details](#)
[ENGL 418 / AMST 418\(S\) SEM Modernisms and the Archive](#)

Taught by: [Bethany Hicok](#)
[Catalog details](#)
[LATS 240 / COMP 210 / AMST 240 SEM Latina/o/x Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 346 / AMST 346 SEM Latinas/os and the Media: From Production to Consumption](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[MAST 231 / ENGL 231\(F, S\) SEM Literature of the Sea](#)

Taught by: Ned Schaumberg, Kelly Bushnell
[Catalog details](#)
[MUS 151 LEC History of Jazz](#)

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 211 SEM Music, Nationalism, and Popular Culture](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 252 / AFR 242\(F\) LEC Introduction to the Music of John Coltrane](#)

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 254 / AFR 254 SEM Bebop: The \(R\)evolution of Modern Jazz](#)

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 279 TUT American Pop Orientalism](#)

Taught by: [W. Anthony Sheppard](#)
[Catalog details](#)
[THEA 275 TUT American Drama: Hidden Knowledge](#)

Taught by: TBA
[Catalog details](#)

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

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

Elective Courses

[AFR 132 / AMST 132 / PSCI 171 SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

[AFR 252 / GBST 252 / AMST 255\(S\) LEC Black Migrations: Histories of African Diasporas to the U.S.](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

[AFR 255 / SOC 255 / ENVI 256 / AMST 257\(F\) LEC Race, Environment, and the Body](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

[AFR 302 SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

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

[Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 320 / AMST 320 / WGSS 320 SEM Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture](#)

Taught by: TBA

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 332 \(Anti-\)Imperialism, Race, and the Archive](#)

Taught by: TBA

[Catalog details](#)

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

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

[Catalog details](#)

[AMST 125 / AAS 125\(F\) SEM Introduction to Asian American Studies](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 142 / STS 142\(S\) TUT AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: TBA

[Catalog details](#)

[AMST 146\(F\) SEM Introduction to Native American and Indigenous Studies](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 202 / AFR 209 SEM Introduction to Racial Capitalism](#)

Taught by: TBA

[Catalog details](#)

[AMST 203\(S\) SEM Militarism and American Culture](#)

Taught by: TBA

[Catalog details](#)

[AMST 209 SEM Introduction to Black, Brown, and Queer Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 218 / PSCI 249\(S\) SEM Black and Brown Jacobins](#)

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

[AMST 222 / MUS 217 / ENGL 221 / AFR 222\(F\) SEM Hip Hop Culture](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 321 / STS 321 SEM Unsettled Futures: Time, Crisis, and Science Fiction from the Margins](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 325 / PSCI 333 / AFR 344 SEM Asian/African American Cultural and Political Theory](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 326 / ENGL 316\(F\) SEM Unfinishing America](#)

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

[AMST 345 / GBST 344 / AFR 353\(F\) SEM Capitalism and Racism in the American Context and Beyond: A Global Approach](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 353 / STS 353 SEM Is Science Native to Turtle Island? The History of Native Science in North America](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 357 SEM Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 371\(S\) SEM Rebels, Guerillas, and Insurgents: Resistance and Repression in US History](#)

Taught by: [TBA](#)

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(F\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 373 / AAS 373\(F\) SEM US Empire in the Philippines: Capitalism, Colonialism, and Revolution](#)

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376\(S\) SEM Black Critical Theory, Black Avant-Garde](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 375 / AAS 375 / WGSS 375\(S\) SEM Asian American Sexualities](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 405 SEM Critical Indigenous Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 409\(F\) SEM Prehistories of the War on Terror](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 412 / AFR 394 / STS 412\(S\) SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[ENGL 220 / AFR 220 / AMST 220 SEM Introduction to African American Literature](#)

Taught by: [TBA](#)

[Catalog details](#)

[ENVI 246 / AMST 245 / HIST 265 SEM Race, Power, & Food History](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[HIST 167 / AFR 167 / AMST 167 SEM Let Freedom Ring? African Americans and Emancipation](#)

Taught by: [Gretchen Long](#)

[Catalog details](#)

[LATS 105\(F\) LEC Latina/o Identities: Constructions, Contestations, and Expressions](#)

Taught by: [Maria Elena Cepeda](#), [Edgar Sandoval](#)

[Catalog details](#)

[LATS 224 / AMST 224 / REL 224\(S\) LEC U.S. Latinx Religions](#)

Taught by: [Efrain Agosto](#)

[Catalog details](#)

[LATS 230 / AMST 247 / ENVI 257\(S\) LEC Cities, Suburbs, and Rural Places](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 240 / COMP 210 / AMST 240 SEM Latina/o/x Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 254 / AAS 253 / AMST 253\(F\) SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 286 / HIST 286\(F\) SEM Conquests and \(Im\)migrations: Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 313 / AAS 313 / AMST 313 / WGSS 313 / AFR 326\(S\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 318 / AMST 318 / ENVI 318 / REL 318 / COMP 328\(S\) SEM Myths and the Making of Latine California](#)

Taught by: TBA

[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) LEC Contemporary Immigration Landscapes: Producing Difference and Value in Migration](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 346 / AMST 346 SEM Latinas/os and the Media: From Production to Consumption](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411 SEM Transnationalism and Difference: Comparative Perspectives](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[MUS 151 LEC History of Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[PSCI 248\(F\) TUT The USA in Comparative Perspective](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349\(S\) TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[REL 237 / AAS 237 / AFR 237 / AMST 237\(F\) SEM Islam in the United States: Race, Religion, Politics](#)

Taught by: [Zaid Adhami](#)

[Catalog details](#)

CRITICAL AND CULTURAL THEORY

Critical and cultural theory is for students who want their American Studies work to combine philosophy, aesthetics, and social thought. Its approach is methodological, conceptual, and problem-driven. Students combine courses in feminist theory, anti-imperial and postcolonial theory, literary theory, critical race theory, queer theory, psychoanalysis, Marxism, and other counter-traditions in political theory and philosophy.

Elective Courses

[AFR 132 / AMST 132 / PSCI 171 SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 252 / GBST 252 / AMST 255\(S\) LEC Black Migrations: Histories of African Diasporas to the U.S.](#)

Taught by: [Christopher Ndubizu](#)

[Catalog details](#)

[AMST 209 SEM Introduction to Black, Brown, and Queer Theory](#)

Taught by: Eli Nelson

[Catalog details](#)

[AMST 218 / PSCI 249\(S\) SEM Black and Brown Jacobins](#)

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

[AMST 219 / WGSS 217 / RUSS 218 SEM Extreme Persuasions: The Far Right in the United States and Russia](#)

Taught by: Alexandar Mihailovic

[Catalog details](#)

[AMST 260 / WGSS 262 SEM Indigenous Feminisms](#)

Taught by: Margaux L Kristjansson

[Catalog details](#)

[AMST 321 / STS 321 SEM Unsettled Futures: Time, Crisis, and Science Fiction from the Margins](#)

Taught by: Eli Nelson

[Catalog details](#)

[AMST 325 / PSCI 333 / AFR 344 SEM Asian/African American Cultural and Political Theory](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 345 / GBST 344 / AFR 353\(F\) SEM Capitalism and Racism in the American Context and Beyond: A Global Approach](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 353 / STS 353 SEM Is Science Native to Turtle Island? The History of Native Science in North America](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 365 / ENGL 320 / AFR 365 / GBST 365 SEM Race and Psychoanalysis: Slavery and the Psyche](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(F\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 373 / AAS 373\(F\) SEM US Empire in the Philippines: Capitalism, Colonialism, and Revolution](#)

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376\(S\) SEM Black Critical Theory, Black Avant-Garde](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 375 / AAS 375 / WGSS 375\(S\) SEM Asian American Sexualities](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 405 SEM Critical Indigenous Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 407 SEM Colonialism and Critical Theory](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 409\(F\) SEM Prehistories of the War on Terror](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 412 / AFR 394 / STS 412\(S\) SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[ANSO 305\(F\) SEM Social Theory](#)

Taught by: [Christina Simko](#)

[Catalog details](#)

[ANTH 328 TUT Emotions and the Self](#)

Taught by: [Peter Just](#)

[Catalog details](#)

[COMP 380 / ENGL 370\(F\) SEM Literary and Critical Theory in the Twentieth Century](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[ENGL 113 / AMST 113 / WGSS 113\(F\) SEM The Feminist Poetry Movement](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENGL 117 / COMP 117\(F, S\) SEM Introduction to Cultural Theory](#)

Taught by: [Christian Thorne](#)

[Catalog details](#)

[ENGL 302 / AMST 310 / WGSS 330 SEM "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[INTR 320 / AMST 308 / LEAD 319 / PSCI 376 SEM The Impact of Black Panther Party Intellectuals on Political Theory](#)

Taught by: [Joy James](#)

[Catalog details](#)

[INTR 343 / AFR 343 / AMST 343 / WGSS 343 TUT Representations of Racial-Sexual Violence from Enslavement to Emancipation](#)

Taught by: [Joy James](#)

[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) LEC Contemporary Immigration Landscapes: Producing Difference and Value in Migration](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228\(F\) LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 379 / AMST 379 SEM American Pragmatism](#)

Taught by: [Steven Gerrard](#)

[Catalog details](#)

[POEC 250 / PSCI 238 / ECON 299\(F\) SEM Economic Liberalism and Its Critics](#)

Taught by: [James Mahon](#), [William Gentry](#)

[Catalog details](#)

[PSCI 235 / ENVI 235 SEM Survival and Resistance: Environmental Political Theory](#)

Taught by: TBA

[Catalog details](#)

[PSCI 312 / LEAD 312 TUT American Political Thought](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 331 / AMST 349 / STS 349 SEM The Politics of Algorithms](#)

Taught by: [Mark Reinhardt](#)

[Catalog details](#)

[WGSS 202\(F, S\) SEM Foundations in Sexuality Studies](#)

Taught by: [Abram Lewis](#)

[Catalog details](#)

[WGSS 208 / AMST 206 / ENGL 208 / STS 208 SEM Designer Genes](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

SPACE AND PLACE

This route focuses on the human landscape and the built environment. Courses listed below variously undertake the reading of geographical regions, patterns of habitation, imagined spaces, property relations and/or artifacts.

Elective Courses

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

Taught by: TBA

[Catalog details](#)

[AFR 255 / SOC 255 / ENVI 256 / AMST 257\(F\) LEC Race, Environment, and the Body](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AMST 200 SEM Ethnographic Directions in American Studies](#)

Taught by: TBA

[Catalog details](#)

[AMST 306 / AAS 306 / ARTH 306\(S\) SEM Building Power: Race and American Architecture](#)

Taught by: TBA

[Catalog details](#)

[AMST 335 / ARTH 335 SEM Uncovering Williams](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 367 SEM Colonialism and the Environment](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 371\(S\) SEM Rebels, Guerillas, and Insurgents: Resistance and Repression in US History](#)

Taught by: TBA

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(F\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 373 / AAS 373\(F\) SEM US Empire in the Philippines: Capitalism, Colonialism, and Revolution](#)

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 412 / AFR 394 / STS 412\(S\) SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[ARTH 264 / AMST 264\(F\) LEC American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 405 SEM Seminar in Architectural Criticism](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 501 / LEAD 301 / ARTH 401\(S\) SEM Museums: History and Practice](#)

Taught by: [Michael Conforti](#)

[Catalog details](#)

[ECON 383 LEC Cities, Regions and the Economy](#)

Taught by: [Stephen Sheppard](#)

[Catalog details](#)

[ENVI 101\(F, S\) LEC Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Nicolas Howe](#), [Brittany Meché](#)

[Catalog details](#)

[ENVI 291 / REL 291 / SOC 291\(S\) TUT Religion and Ecology in America](#)

Taught by: TBA

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[ENVI 402 / AMST 406\(F\) CON Environmental Planning Workshop: Community Project Experience](#)

Taught by: [Sarah Gardner](#)

[Catalog details](#)

[GEOS 301 / ENVI 331\(F\) LEC Geomorphology](#)

Taught by: [José Constantine](#)

[Catalog details](#)

[HIST 372 SEM The North American West: Histories and Meanings](#)

Taught by: [Karen Merrill](#)

[Catalog details](#)

[HIST 379 / AFR 379 / WGSS 379 LEC Black Women in the United States](#)

Taught by: [Gretchen Long](#)

[Catalog details](#)

[HIST 478 / AMST 478 / ENVI 478 SEM Cold War Landscapes](#)

Taught by: [Karen Merrill](#)

[Catalog details](#)

[HIST 491 / AMST 490 / ENVI 491 TUT The Suburbs](#)

Taught by: [Karen Merrill](#)

[Catalog details](#)

[LATS 230 / AMST 247 / ENVI 257\(S\) LEC Cities, Suburbs, and Rural Places](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 318 / AMST 318 / ENVI 318 / REL 318 / COMP 328\(S\) SEM Myths and the Making of Latine California](#)

Taught by: TBA

[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) LEC Contemporary Immigration Landscapes: Producing Difference and Value in Migration](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 421\(F\) SEM Latinx Geographies](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[MAST 352 / HIST 352\(F, S\) SEM American Maritime History](#)

Taught by: [Sofia Zepeda](#)

[Catalog details](#)

[PSCI 349\(S\) TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSYC 346 / ENVI 346 SEM Environmental Psychology](#)

Taught by: [Kenneth Savitsky](#)

[Catalog details](#)

[SOC 216 SEM The City](#)

Taught by: [Marketa Rulikova](#)

[Catalog details](#)

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later,

many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course requires students to think critically about the meanings of "America" and about the consequences and costs of racialization and other processes for making social differences. Students learn to discern the ways in which historical legacies of oppression continue in the present, and consider the mutual interrelation of local, national, and global contexts and events.

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: WGSS 113 / ENGL 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AMST 113(D2) WGSS 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

AMST 125 (F) Introduction to Asian American Studies (DPE)

Cross-listings: AAS 125

Primary Cross-listing

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies, tracing its formation and evolution from the 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources central to the discipline, we will ask who has been included/excluded from this category and analyze the shifting constructions of Asian Americans from the nineteenth century to the present in tandem with other markers of difference. Over the course, we will study how these constructions have been shaped not only relationally through other racial formations but also by overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. Additionally, we will examine how this term has been undone and remade via political activism, visual and performance art, media, and contingent spaces.

Requirements/Evaluation: weekly readings, class discussions, weekly discussion posts, in-class presentation, midterm paper, and a final paper or creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If over enrolled: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

Expected Class Size: 18

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

Distributions: (D2) (DPE)

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

AAS 125(D2) AMST 125(D2)

Difference, Power, and Equity Notes: This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

Attributes: AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Kelly I. Chung

AMST 132 (S) Contemporary Africana Social and Political Philosophy

Cross-listings: PSCI 171 / AFR 132

Secondary Cross-listing

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy: the African, Afro-North American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Dionne Brand, Aimé Césaire, Angela Davis, Édouard Glissant, Kwame Gyekye, Paget Henry, bell hooks, Katherine McKittrick, Charles Mills, Nkiru Nzegwu, Oyèrónke Oyewùmí, Ngugi wa Thiong'o, Cornel West, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

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

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: first- and second-year students

Expected Class Size: 12

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

Distributions: (D2)

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

PSCI 171(D2) AMST 132(D2) AFR 132(D2)

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

Not offered current academic year

AMST 135 (F) Queen Sugar and Black Study

Cross-listings: AFR 135

Secondary Cross-listing

The critically acclaimed and award winning television series, *Queen Sugar*, follows the Bordelon family through its struggles to sustain hold of its ancestral land. An adaptation of the eponymously named 2014 novel by Natalie Baszile, the series will soon enter its seventh and final season. This gateway course to Africana Studies will explore the historical, political, and economic contexts of the making of the series before considering its representations and dramatizations of key topics of Black study: the afterlives of enslavement, plantation regimes, global sugar production, land dispossession, the carceral state, gender and sexualities, kinship, activism, and African-diasporic spiritualities.

Class Format: Over the course of the semester, students will be required to watch the entirety of the television series.

Requirements/Evaluation: weekly journal entries on episodes (300-500 words); in-class writing reflections; class presentation; final project that expands on a course topic

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: This seminar is designed for first-year students. Should the course be overenrolled, students will be selected after an interview with the instructor.

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 135(D2) AMST 135(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm James A. Manigault-Bryant

AMST 142 (S) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: STS 142

Primary Cross-listing

Indigenous people occupy a paradoxical position in time. As survivors of genocide, they are already post-apocalyptic, occupying what could be called "their ancestors' dystopia." But Indigenous people are also imagined to exist frozen in history, merely one step in the ceaseless march of civilization that brought us to the present. This tutorial explores how contemporary Native science and speculative fiction imagines and enacts futurity from this dynamic temporal position. Looking across numerous national and transnational Indigenous contexts, we will survey a diverse range of media, including short stories, novels, visual art, video games, films, and online platforms like Second Life. Pairing these with works in Science and Technology Studies (STS) and Native American and Indigenous Studies (NAIS), we will explore concepts like the Native "slipstream," eco-erotics, post-post-apocalyptic stress, Native pessimism, biomedical speculative horror, and what it would be like to fly a canoe through outer space.

Requirements/Evaluation: participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and/or your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first and second year students, American Studies majors, Science and Technology Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

STS 142(D2) AMST 142(D2)

Difference, Power, and Equity Notes: Students in this course will explore the relationship between political violence, resistance, and speculation. We will develop close reading practices, analytical methods, and careful discussion dynamics to enable students to make sense and use of concepts like futurity, race, settler colonialism, gender, and technological determinism.

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

Spring 2024

TUT Section: T1 Cancelled

AMST 146 (F) Introduction to Native American and Indigenous Studies (DPE)

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

Requirements/Evaluation: Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

AMST 164 (S) Communications in Early America (DPE) (WS)

Cross-listings: HIST 163

Secondary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities developed to record, remember, advocate, persuade, resist, and express their expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations; artistic and natural science paintings, engravings, and visual culture that circulated through the Atlantic World; diaries and journals as forms of personal as well as collective memory. In the latter part, we will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power, and spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century. This course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum as well as digital spaces.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

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

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

Cross-listings: ENGL 268 / COMP 166 / REL 166

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 166(D2) ENGL 268(D1) COMP 166(D1) REL 166(D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

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

Cross-listings: HIST 167 / AFR 167

Secondary Cross-listing

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

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

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

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

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

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

Not offered current academic year

AMST 200 (S) Ethnographic Directions in American Studies (DPE)

This course introduces students to the practice and politics of ethnography, broadly defined as the study and representation of people, culture, and society. Our approach will be post-positive and interpretive, with attention to the social stakes of ethnographic research and methodology writ large. We begin the semester by looking at the history of ethnographic methodologies in anthropology and sociology, and then examine efforts to decolonize ethnography. We then read several examples of decolonial, feminist, or otherwise critical ethnographic research related to marginalized or minoritized groups in the U.S. -- such as undocumented migrants from Latin America, formerly unhoused Black girls, Diné fighting resource extraction on the reservation, and Cambodian refugees in the Bronx -- along with articles that illuminate issues of power, observation, consent, and representation in ethnographic research. Through readings, discussion, and engagement in ethnographic exercises, students will gain familiarity with the different phases or components of conducting ethnographic research, while also considering different styles of ethnographic production, including creative work. While this course is designed to look specifically at ethnographic directions that intersect with the interdisciplinary field of American Studies, it is open to any student interested in the study of pressing social issues (such as the prison-industrial complex, refugee resettlement, and drug addiction) and creating communities of mutual care and solidarity for surviving, fighting, and quite possibly, solving them.

Requirements/Evaluation: Weekly: Average 75 pages of reading; participation in class discussions. Every 3-4 weeks: research assignments. Once per semester: group presentation. End of semester: one 5-page paper.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Enrollment preferences if over enrolled: AMST majors, students seeking methods courses

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course covers ethnographic approaches to understanding social relations and cultural processes, with particular attention to scholarship in which power relations; structural analysis; and race and gender are central.

Attributes: AMST Space and Place Electives

Not offered current academic year

AMST 201 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: PSCI 221 / INTR 220 / AFR 224 / LEAD 220

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

PSCI 221(D2) INTR 220(D2) AMST 201(D2) AFR 224(D2) LEAD 220(D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Not offered current academic year

AMST 202 (S) Introduction to Racial Capitalism (DPE) (WS)

Cross-listings: AFR 209

Primary Cross-listing

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AMST 202(D2) AFR 209(D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Economic Development Studies Electives

Not offered current academic year

AMST 203 (S) Militarism and American Culture (DPE)

This course examines the impact of warfare on the history of the United States. Considering a range of conflicts, from the violence of European colonialism to the ongoing War on Terror, the course pays particular attention to the ways in which military violence has shaped (and been shaped by) American culture. In particular, students will engage with texts that interrogate the relationship between race and violence in US history. Students will analyze shifting representations of war through engagement with cultural texts such as film, television, literature, and comics. The scope will be broad, with attention paid to larger conflicts such as the World Wars and the Cold War, as well the lesser-known wars and occupations that have continually occupied the US military.

Requirements/Evaluation: Assignments will include daily discussion, short papers, and essay exams for the midterm and final.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and students that have taken introductory AMST or History courses.

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings, assignments, and discussions in the course will focus on the relationship between race, class, gender, sexuality, and expansion of US power. In particular, students will engage with texts that interrogate the relationship between race and violence in US history, a relationship implicated in many of the topics we will focus on, including the "Indian Wars" of US continental expansion, the seizure of overseas territories such as the Philippines, and encounters with the Middle East.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement

Spring 2024

SEM Section: 01 Cancelled

AMST 206 (S) Designer Genes (DPE)

Cross-listings: WGSS 208 / ENGL 208 / STS 208

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, Perusall annotations, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Majors, concentrators, juniors and seniors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

WGSS 208(D2) AMST 206(D2) ENGL 208(D1) STS 208(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 208 (S) Time and Blackness

Cross-listings: REL 262 / AFR 208

Secondary Cross-listing

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely been the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

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

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

Not offered current academic year

AMST 209 (F) Introduction to Black, Brown, and Queer Theory (DPE)

Have you ever tried to relate your experiences, rooted in your own complex identities, history, and social networks, to those of others you perceive as different and perhaps allied, but found you lacked some fundamental vocabulary? This is a common problem, even for critical theorists who take as their object of study political, affective, and epistemological structures of difference and power. Critical race, postcolonial, Indigenous, and queer theories have often centered the relationship between the normative and non-normative, between straight and queer, colonizer and colonized, and white and black. Connections between the differently non-normative can sometimes be pushed to the periphery. But what if we were to center that periphery? What views of complex power structures and new avenues of thought and solidarity would arise if we took as our starting point the social and theoretical interconnectedness and overlap of black, brown, and queer folks? This course will serve as an introduction to critical race, postcolonial, Indigenous, and queer theories as conceptually and phenomenologically interlocking and allied fields. By reading with theorists in all these traditions and at their intersections, we will explore how blackness, indigeneity, and brownness are constructed and function in the context of colonialism and settler colonialism, how differently racialized bodies are sexed and sexualized, and how queerness as method can speak across these issues. No background in critical theory is required for this course. We will focus on how to read and discuss theory, and how to think holistically about the structures that work to keep us divided.

Requirements/Evaluation: attendance and class participation, two 4-page reflection papers, and a final creative project (TBD with instructor) or

take-home exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to theories of difference and power, such as critical race, postcolonial, Indigenous, and queer theories. The aim of the course is to establish the skills and frameworks needed to think about how these categories and theories interact, overlap, and constitute one another.

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

Not offered current academic year

AMST 211 (S) Race, Environment, and the Body

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

Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Not offered current academic year

AMST 212 (S) Moving While Black

Cross-listings: COMP 212 / AFR 216 / DANC 217

Secondary Cross-listing

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze

such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

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

Requirements/Evaluation: multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 10

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

Distributions: (D2)

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

COMP 212(D1) AFR 216(D2) DANC 217(D1) AMST 212(D2)

Attributes: AFR Core Electives

Not offered current academic year

AMST 213 (F) Asian/American Identities in Motion (DPE)

Cross-listings: THEA 216 / DANC 216 / ASIA 216 / AAS 216 / GBST 214

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

THEA 216(D1) DANC 216(D1) ASIA 216(D1) AAS 216(D2) GBST 214(D2) AMST 213(D2)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

AMST 217 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 / INTR 219 / WGSS 219 / LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AFR 217(D2) INTR 219(D2) AMST 217(D2) WGSS 219(D2) LEAD 219(D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

AMST 218 (S) Black and Brown Jacobins (DPE) (WS)

Cross-listings: PSCI 249

Primary Cross-listing

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, *Black Jacobins*, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, *Black Reconstruction in America*. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Mandatory in-class free writing, three position papers, three mandatory in-class debates, final exam

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

PSCI 249(D2) AMST 218(D2)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of

minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement PSCI Political Theory Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)

Cross-listings: RUSS 218 / WGSS 217

Primary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

RUSS 218(D1) AMST 219(D2) WGSS 217(D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AMST 220 (S) Introduction to African American Literature

Cross-listings: ENGL 220 / AFR 220

Secondary Cross-listing

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

Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

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

Distributions: (D2)

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

ENGL 220(D1) AMST 220(D2) AFR 220(D2)

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

Not offered current academic year

AMST 222 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: AFR 222 / MUS 217 / ENGL 221

Primary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AMST 224 (S) U.S. Latinx Religions

Cross-listings: REL 224 / LATS 224

Secondary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices--such as popular Catholic devotions to Guadalupe, crypto-Judaism, *curanderismo*, Latinx Pentecostalism, Latinx Muslims, and Santeria, as well as Latinx approaches to traditional US religious expressions of Roman Catholicism and Protestantism. We will do so by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

Class Format: discussion

Requirements/Evaluation: class participation, discussion forum posts, a 3-4 short essay on the nature of Latinx spirituality; a 5-page essay on a religious tradition previously unfamiliar to the student, and an 8-10-page final research paper doing comparative religious study.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and AMST and REL majors

Expected Class Size: 20

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

Distributions: (D2)

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

REL 224(D2) AMST 224(D2) LATS 224(D2)

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

Spring 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

AMST 225 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

Class Format: seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

Requirements/Evaluation: evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading:

Distributions: (D2)

Attributes: AFR Core Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: WGSS 226 / THEA 226 / DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

AMST 226(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 232 Bewilderment: Contemporary U.S. Poetry and the Ethics of Unknowing (DPE) (WS)

"I perceive I have not really understood any thing, not a single object, and that no man ever can," wrote Walt Whitman in a great poem of 1860. "Tell all the truth, but tell it slant," answered Emily Dickinson a few years later, as if suggesting a strategy for how to write one's way into Whitman's radical uncertainty. These articulations of knowing and unknowing, of telling and untelling, continue to thread their way into U.S. poetry today. This course will explore bewilderment as both a poetic strategy and an ethical position. How do error, randomness, contradiction, obliquity, and dissociation serve the poem and the poet? How do such strategies counter ideas of literary mastery, heroism, virtuosity, privilege and celebrity? What are the political possibilities of such counter stances, especially as embodied and expressed by poets who speak from outside the stronghold of the white male establishment? We will primarily read from recently published work in the U.S., but will also be interested to track the literary traditions that have shaped how contemporary poets think and write. Authors read may include: Wanda Coleman, Eileen Myles, Anne Carson, Layli Long Soldier, Vanessa Angelica Villarreal, Fanny Howe, Terrance Hayes, Jennifer Chang, Tiana Clark, Brenda Hillman, Jane Wong, Tommy Pico, Paisley Rekdahl, Brian Teare, Diana Khoi Nguyen, and C. D. Wright.

Requirements/Evaluation: Classroom participation in discussion, several papers of graduated lengths and complexity (for a total of 20 pages of writing).

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

Enrollment Limit: 19

Enrollment Preferences: potential sophomore English majors have first choice, then prospective or current American Studies majors

Expected Class Size: 19

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Gateway courses in English traditionally emphasize writing skills, and this course is no exception. Attention will be paid to drafts and revisions of essays.

Difference, Power, and Equity Notes: The vast majority of works read are authored by poets outside the white male straight cisgender establishment. More importantly, we will constantly engage the question of how poetry may serve the needs of equity and inclusion in the U.S. contemporary literary marketplace.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

AMST 233 (S) Memory and Forgetting (DPE)

Cross-listings: SOC 230

Secondary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

AMST 233(D2) SOC 230(D2)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Not offered current academic year

AMST 234 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession

Cross-listings: ENVI 247 / HIST 274 / AFR 234

Secondary Cross-listing

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and

(dis)(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

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

Distributions: (D2)

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

ENVI 247(D2) HIST 274(D2) AFR 234(D2) AMST 234(D2)

Attributes: HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History
LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

AMST 235 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies

Cross-listings: AFR 235 / GBST 235 / HIST 275 / ENVI 253

Secondary Cross-listing

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

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

Distributions: (D2)

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

AFR 235(D2) GBST 235(D2) HIST 275(D2) ENVI 253(D2) AMST 235(D2)

Attributes: HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History
LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

AMST 237 (F) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: AAS 237 / AFR 237 / REL 237

Secondary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

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

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 MW 8:30 am - 9:45 am Zaid Adhami

AMST 240 (S) Latina/o/x Language Politics: Hybrid Voices

Cross-listings: COMP 210 / LATS 240

Secondary Cross-listing

In this interdisciplinary course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching or Spanglish, bilingual education, linguistic public policy, the English Only movement, and Latina/o/x linguistic attitudes and creative responses. In addition to a consideration of language and identity grounded in sociolinguistics, anthropological linguistics, Latinx studies, and cultural studies, we will

survey a variety of literary genres including memoir, novel, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Requirements/Evaluation: participation, two essays, final written reflection

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Expected Class Size: 12

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

Distributions: (D2)

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

COMP 210(D1) AMST 240(D2) LATS 240(D2)

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

Not offered current academic year

AMST 242 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / ENGL 250 / COMP 242

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

Expected Class Size: 18

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

Distributions: (D2) (DPE)

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

GBST 242(D2) AMST 242(D2) ENGL 250(D1) COMP 242(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

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

Not offered current academic year

AMST 244 (F) What They Saw in America

Cross-listings: HIST 366 / SOC 244

Secondary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation: A midterm examination, two short essays, and a final paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

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

Distributions: (D2)

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

HIST 366(D2) AMST 244(D2) SOC 244(D2)

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

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

AMST 245 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 / ENVI 246

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

HIST 265(D2) ENVI 246(D2) AMST 245(D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat

liberation and body positivity

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

AMST 247 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, immigrants have increasingly settled in U.S. suburbs. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places and the relationships between these various spaces. We ask how geographically specific forces and actors shape these trends, as well as the spatially uneven outcomes of complex processes like globalization. This interdisciplinary course highlights racial, legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new places. Through a range of textual materials (academic, technical, popular, visual), we explore why people migrate, the origin of the "illegal alien" figure, economic restructuring and local immigration policies, environmental justice, place-making and community development. Rooted in critical race geographies, case studies are often comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. We analyze how documentation status and perceptions of illegality affect the lived experiences of Latines. This course will be mostly discussion-based, with grading based on participation, short writing exercises, three assignments, a midterm examination, and a final exam.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Class participation, weekly in-class writing, three 3-6 page essays, a midterm, and a final examination. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Edgar Sandoval

AMST 249 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: GBST 246 / THEA 246

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists *do* politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake

political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

GBST 246(D2) AMST 249(D2) THEA 246(D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Not offered current academic year

AMST 250 (S) Penning the Path: Writing and Publishing Black Studies

Cross-listings: AFR 249 / GBST 249

Secondary Cross-listing

Since the mid-20th century, Black intellectuals from Africa and the Diaspora have founded seminal journals within and beyond academic boundaries. Despite being separated by global distances and different contexts, these initiatives have decisively contributed to the emergence and consolidation of Black and Pan-African studies. *Presence Africaine*, founded in Paris in 1947 by Senegalese intellectual Alioune Diop; *Quilombo*, first published in 1948 by the Afro-Brazilian intellectual Abdias do Nascimento; and *The Black Scholar*, founded in California in 1969 by Robert Chrisman, Nathan Hare, and Allan Ross are just a few groundbreaking examples. From this global perspective, students will explore these and other cornerstone journals which paved the way for the emergence of Black and Pan-African Studies in the US and abroad. Additionally, the course aims to encourage students to be part of a collective effort to relaunch Kaleido[spheres]: Diaspora Re-imagined, a student led-journal created in 2014 in the Africana Studies Department by Sevonna Brown ('15), Ahmad Greene-Hayes ('16), and Nneka Dennie ('13). Students will receive guidance and mentoring to conceive and write articles, essays, audiovisual creations, and interviews with students and intellectuals from the African continent and the Diaspora in the Americas and the Caribbean.

Class Format: Students will be required to develop and give a class presentation focused on pioneering Black Studies journals.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); final projects (such as essays, papers, interviews, and audiovisual creations) aimed to be published in the new edition of Kaleido[spheres]: Diaspora Re-imagined (Spring 2024).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge and skills in writing and publishing, focusing on Black Studies/Africana journals. Should the course be overenrolled, preference will be given to Africana Studies students.

Expected Class Size: 10-15

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

Distributions: (D2)

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

AFR 249(D2) GBST 249(D2) AMST 250(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Messias Basques

AMST 252 (S) Im/mobilities (DPE) (WS)**Cross-listings:** SOC 252**Secondary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation**Prerequisites:** None**Enrollment Limit:** 15**Enrollment Preferences:** Given to first-year students and sophomores**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 252(D2) AMST 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.**Not offered current academic year****AMST 253 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)****Cross-listings:** AAS 253 / LATS 254**Secondary Cross-listing**

This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one's relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the bodymind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology, literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document**Prerequisites:** None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AAS 253(D2) AMST 253(D2) LATS 254(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 / LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

Class Format: Lecture with small- and whole-group discussions

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and American Studies majors, followed by first- and second-year students

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

HIST 254(D2) AMST 254(D2) LEAD 254(D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and

forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2023

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 255 (S) Black Migrations: Histories of African Diasporas to the U.S.

Cross-listings: GBST 252 / AFR 252

Secondary Cross-listing

Migration remains an integral aspect of Black experiences. This comprehensive course centers the histories of Black migration to and within the United States. Migration includes the involuntary, forceful movement of populations, but it also comprises voluntary movement of populations that seek new economic opportunities. Therefore, this course covers three historical periods of migration: 17th- 19th century (Transatlantic slave trade), early 20th century (Great Migration and the arrival of Caribbean migrants to major urban centers in the United States), and the late 20th and early 21st century (Migration continental Africans to the US). This course will ask the following questions as it relates to Black migration: What were the social, political, and economic factors that contributed to the migration of Black populations to and within the US especially in the 20th and 21st century? How do current-day Black migration patterns differ from earlier periods? In what ways can migration be utilized as a form of resistance to oppression both domestically and internationally?

Class Format: discussion

Requirements/Evaluation: Class participation, weekly response papers (2 pages), and a final paper.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors

Expected Class Size: 20

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

Distributions: (D2)

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

GBST 252(D2) AMST 255(D2) AFR 252(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2024

LEC Section: 01 TR 8:30 am - 9:45 am Christopher O. Ndubuizu

AMST 257 (F) Race, Environment, and the Body

Cross-listings: ENVI 256 / AFR 255 / SOC 255

Secondary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

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

Distributions: (D2)

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

ENVI 256(D2) AFR 255(D2) AMST 257(D2) SOC 255(D2)

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

Fall 2023

LEC Section: 01 TR 8:30 am - 9:45 am Christopher O. Ndubuizu

AMST 260 (F) Indigenous Feminisms (DPE)

Cross-listings: WGSS 262

Primary Cross-listing

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices 'make a future' (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

Requirements/Evaluation: Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: American Studies majors or potential majors have first preference, WGSS majors have next priority.

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

AMST 260(D2) WGSS 262(D2)

Difference, Power, and Equity Notes: This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AMST 264 (F) American Art and Architecture, 1600 to Present

Cross-listings: ARTH 264

Secondary Cross-listing

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be

paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

Enrollment Limit: 60

Expected Class Size: 60

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

Distributions: (D2)

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

AMST 264(D2) ARTH 264(D1)

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

Fall 2023

LEC Section: 01 TR 8:30 am - 9:45 am Michael J. Lewis

AMST 267 (F) The Roaring Twenties and the Rough Thirties

Cross-listings: HIST 266

Secondary Cross-listing

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: HIST and AMST majors as well as students with demonstrated interest in the material

Expected Class Size: 15

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

Distributions: (D2)

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

HIST 266(D2) AMST 267(D2)

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

Not offered current academic year

AMST 275 (S) American Drama: Hidden Knowledge (WS)

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Weekly papers will prompt extensive commentary. The amount of writing in the course will be substantial and well spaced, followed by timely evaluation and suggestions for improvement. The course requires multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Student will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester.

Attributes: AMST Arts in Context Electives

Not offered current academic year

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AMST 283(D2) WGSS 283(D2) AFR 283(D2) ENGL 286(D1)

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

Not offered current academic year

AMST 299 (F) Let the Record Show: U.S. Literature of Research and Witness (DPE) (WS)

Cross-listings: ENGL 299

Primary Cross-listing

This is a course on the literature of research and witness in the U.S., from 1853 to the present. We will train our attention on works of long form journalism that stand at the intersection of reportage, archival history, documentary nonfiction, narrative and activism. The writers we study present quantitative and qualitative data that document the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development. How have American writers defied disciplinary boundaries to speak truth to power? What critical reading skills are mobilized by books of sweeping scope and unflinching detail? The course will be taught in reverse chronological order. Readings include: Sarah Schulman, *Let the Record Show*; Layli Long Soldier, *Whereas*; Nicholas Lemann, *The Promised Land*; Theresa Hak Kyung Cha, *Dictee*; James Agee, *Let Us Now Praise Famous Men*; Tillie Olsen, *Yonnondio*; Ida B. Wells, *A Red Record*; and Harriet Beecher Stowe, *Key to Uncle Tom's Cabin*.

Requirements/Evaluation: Evaluation will be based on class participation, writing and discussion. According to the tutorial format, you will be assigned a semester-long partner. You will be expected to write a critical paper every other week, alternating with the critical response to your partner's work.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This is a tutorial for sophomores. Priority will be given to potential American Studies majors, especially those who have taken AMST101; potential English majors will be considered as space is available.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AMST 299(D2) ENGL 299(D1)

Writing Skills Notes: As per traditional tutorial format, this course will be writing intensive. Every week, one student will write a 5-page paper responding to the readings of the week; the other student will craft a response (a combination of written notes and critical conversation). The total amount of writing for each student will thus be upwards of 30 pages. There will be considerable attention given to argument, use of evidence, etc. The option to revise a paper will always be available.

Difference, Power, and Equity Notes: This course shares the core mission of the DPE initiative: to teach students how to "analyze the shaping of social differences, dynamics of unequal power, and processes of change." The course is built around U.S. texts that speak truth to power. Researching and exposing the quantitative and qualitative data that prove the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development, the writers we will study merge research, writing and activism.

Attributes: AMST Arts in Context Electives

Fall 2023

TUT Section: T1 TBA Cassandra J. Cleghorn

AMST 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)

Cross-listings: ENGL 300 / COMP 357

Primary Cross-listing

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

Requirements/Evaluation: weekly reading responses, midterm and final papers

Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

ENGL 300(D1) AMST 300(D2) COMP 357(D1)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines

the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives

Not offered current academic year

AMST 301 (S) Theories and Methods in American Studies (Junior Seminar)

This seminar serves as an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will study diverse ways of "doing" American Studies work (including but not limited to visual studies, ethnography, literary studies, theory, or museum studies) and how this work speaks to various intellectual and political priorities within the field. Through readings, discussions, and unit assignments, students will not only deepen their knowledge of American Studies but will also have concrete opportunities to research, explore, experiment, construct arguments, and play. In the process, students will gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Topics in the course may include environmental justice, racial formation, social movements, the prison industrial complex, infrastructure, or the aesthetics and form of minority literature.

Requirements/Evaluation: Requirements: 2-4 articles/chapters of weekly reading, class participation, 3-4 unit-based writing and creative assignments; 1 oral presentation/discussion facilitation; Instructor evaluation: writing and creative assignments, oral presentation/discussion facilitation. Other evaluations include student self-assessment based on an individual goal statement, and students' collective evaluation based on a collective goal statement.

Prerequisites: AMST 101 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Juniors and seniors majoring in American Studies; sophomores planning to declare the major (especially those thinking of going abroad in their junior year)

Expected Class Size: 12

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

Unit Notes: Required for American Studies major

Distributions: (D2)

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Jan Padios

AMST 303 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)

Cross-listings: WGSS 309

Secondary Cross-listing

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

Class Format: This class will be taught online only.

Requirements/Evaluation: Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: WGSS and AMST majors; permission of instructor

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 303(D2) WGSS 309(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)

Cross-listings: ANTH 305 / THEA 304 / WGSS 305

Secondary Cross-listing

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 305(D2) ANTH 305(D2) THEA 304(D1) WGSS 305(D2)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 306 (S) Building Power: Race and American Architecture (DPE)

Cross-listings: AAS 306 / ARTH 306

Primary Cross-listing

This course explores the many ways race is constructed through American architecture. We will survey different methodologies for linking architecture and race, including uncovering the history of buildings in the nation's capital, analyzing public housing and "domestic war," and theorizing how racial difference and racialized power -- including white supremacy -- are implicated within modern architectural theory. Our readings will be drawn from Asian American, Latinx, and Black studies, as well as architectural history, art history, and urban studies. Together we will attempt to answer several

questions about racialized architecture, such as why Asianness has often been associated with domestic interiors, how Blackness is coded in particular built forms, such as skyscrapers, and how architects and planners deploy the visual language of the Latinx barrio to mitigate anti-immigrant fear. We will also explore how BIPOC artists, architects, writers, and scholars engage architecture as a standpoint of critique, pushing back against the racialization of architecture and offer alternative or new ways of thinking about structures and space. While foregrounding race, the course will necessarily require intersectional thinking in relation (but not limited) to class, gender, citizenship, and ability.

Requirements/Evaluation: Students will be evaluated on response papers, discussion questions, and a final research project on an architectural object, theory, or style.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: First- and second-year students

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

AMST 306(D2) AAS 306(D2) ARTH 306(D1)

Difference, Power, and Equity Notes: The course examines how the production of racial categories and the maintenance of racial hierarchy and difference works through built forms, architectural style, and architectural theory. Students will see how buildings maintain social power, as well as how writers, architects, artists, and scholars use the architectural imagination to grapple with questions of racialized exclusion, dispossession, and crisis.

Attributes: AAS Non-Core Electives AMST Arts in Context Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 Cancelled

AMST 308 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)

Cross-listings: LEAD 319 / PSCI 376 / INTR 320

Secondary Cross-listing

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

LEAD 319(D2) PSCI 376(D2) AMST 308(D2) INTR 320(D2)

Writing Skills Notes: An analytical outline of collective presentation; a mid-term paper and a final paper.

Difference, Power, and Equity Notes: The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Not offered current academic year

AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)

Cross-listings: ENGL 302 / WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Requirements/Evaluation: short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

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

Enrollment Limit: 25

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

ENGL 302(D1) AMST 310(D2) WGSS 330(D2)

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

AMST 311 Four Poets: Gwendolyn Brooks, Frank O'Hara, Sylvia Plath, and Amiri Baraka

The study of literature often relies on seemingly "objective" labels to sort and group writers. These four major American poets from the last century were often segregated into different categories: Gwendolyn Brooks (1917-2000) and Amiri Baraka (1934-2014) clumped together as black poets; Sylvia Plath (1932-1963) labelled a "Confessional Poet" and/or taught as a female poet but not a "white poet"; Frank O'Hara (1926-1966), designated a "New York School" poet but not a "white poet" or "male poet." In looking closely at the poetry of these four writers, whose work is usually not taught side by side, we will ask questions about the assumptions implicit in the concepts and categories of American (and English-language) poetics and how literary history usually gets written. For example, who is the presumed "universal" poetic speaker? Who is the assumed reader? Do our attitudes about raced and gendered bodies influence how we read raced and gendered poets? Is a queer poet read with the same particularity as a black poet?

Requirements/Evaluation: Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

AMST 312 (S) Contemporary Immigration Landscapes: Producing Difference and Value in Migration

Cross-listings: LATS 335 / WGSS 321

Secondary Cross-listing

What is the relationship between racial formations, transnational migrations, and power? How do geometries of power shape our relationship to place? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, Indigenous studies, and postcolonial theories to enrich our understanding of human geography. We will look at the use of ethnic and racial formations as a bridge between cultural and political geography in the contemporary US immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will consider how gender and sexuality structure racial formations and determine notions of value. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and environmental justice, among others. Through materials that embrace both historical and contemporary perspectives, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' cultural place-making practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of transnational racial formations to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

Requirements/Evaluation: Class Participation (20%): Preparation for, and active participation in, class discussions. Short writing assignments weekly around class readings. Pair share (10%): Two engage class with thoughts for one 30 minute class segment. Essays (20% each): Two 4-5 page essays. Final Paper (30%): An examination of the articulation of Latinx migrations and belonging in a case study that interrogates and builds on a major course theme, approximately 12 pages double-spaced, plus references / endnotes / images.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to concentrate

Expected Class Size: 15

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

Distributions: (D2)

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

LATS 335(D2) AMST 312(D2) WGSS 321(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Edgar Sandoval

AMST 313 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: LATS 313 / WGSS 313 / AAS 313 / AFR 326

Secondary Cross-listing

This interdisciplinary course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways in which ideologies of gender, (dis)ability, sexuality, ethno-racial identity, neoliberal capitalism and class inform normative beauty standards and ideas about the body, we examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and

privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our understanding of gendered Asian American, Arab American, Black, and Latina/x bodies?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

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

Distributions: (D2)

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

LATS 313(D2) AMST 313(D2) WGSS 313(D2) AAS 313(D2) AFR 326(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Maria Elena Cepeda

AMST 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: THEA 317 / DANC 317 / COMP 319 / AFR 317 / ENGL 317

Secondary Cross-listing

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

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

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

Distributions: (D2)

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

THEA 317(D1) DANC 317(D1) COMP 319(D1) AFR 317(D2) ENGL 317(D1) AMST 317(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in

Fall 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Rashida K. Braggs

AMST 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: REL 318 / LATS 318 / COMP 328 / ENVI 318

Secondary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

REL 318(D2) AMST 318(D2) LATS 318(D2) COMP 328(D1) ENVI 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024

SEM Section: 01 Cancelled

AMST 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Cross-listings: AFR 320 / WGSS 320

Secondary Cross-listing

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical

stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 320(D2) WGSS 320(D2) AMST 320(D2)

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

Not offered current academic year

AMST 321 (F) Unsettled Futures: Time, Crisis, and Science Fiction from the Margins (DPE)

Cross-listings: STS 321

Primary Cross-listing

Societies around the globe are now confronting a triple crisis that threatens not only political orders but also the very existence of certain forms of life: (1) financial collapse(s) that have increased the awareness and severity of mass inequality, (2) climate change and mass extinctions, and (3) the rise of white supremacy and ethno-nationalisms that threaten BIPOC lives and representative democracies. These material and political challenges have depleted many of the cultural resources that enable imagining non-apocalyptic futures. Yet, these crises are not novel. Many groups in the periphery--geographic, economic, and cultural--were and are already living through the uneven distribution of the apocalypse. Science fiction (SF) has emerged as a privileged symbolic field for the expression of hopes and anxieties that drive both culture and tech industries. Whether seen as a form of productive pessimism or liberatory theory, SF from the margins is deployed as a political tool for enacting change in the present. In this course, we will survey the history of SF as a variable and theoretical orientation constituted through the unfolding of uneven global encounters. We will analyze SF in the Cold War, Anthropocene, decolonization movements, and postcolonial and Indigenous landscapes, reading major works in SF and science and technology studies (STS) that address the politics of crisis, apocalypse, and global futures. In addition to novels and short stories, this course will incorporate film, graphic novels, music videos, video games, and other science fiction subgenres.

Requirements/Evaluation: Class discussion, approximately 10 pages of creative writing, 5 page analysis paper of your classmate's creative writing, final paper or project (5-8 page paper or equivalent)

Enrollment Limit: 15

Enrollment Preferences: Students who have taken American Studies 101 and/or Science and Technology Studies 101

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

STS 321(D2) AMST 321(D2)

Difference, Power, and Equity Notes: This course examines the racial, ethnic, gendered, and sexed dimensions of science fiction and traces how marginalized people have imagined the future amidst an atemporal and unfolding apocalypse. Students will work with postcolonial, Indigenous, queer, and critical race media concerning the future, and will gain the skills needed to read political orders and crises through the lens of the margin.

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

Not offered current academic year

AMST 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ARTH 223 / AFR 323 / ENGL 356 / COMP 322

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

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

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

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

ARTH 223(D1) AFR 323(D2) ENGL 356(D1) COMP 322(D1) AMST 323(D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

AMST 325 (F) Asian/African American Cultural and Political Theory

Cross-listings: AFR 344 / PSCI 333

Primary Cross-listing

Contrasted as "model minorities" or "incorrigible minorities" Asian Americans and African Americans have been pitted against one another in social standing and political objectives. However, throughout the twentieth century, African/Asian solidarity and alliances existed in political movements and literary and cultural productions. From Ho Chi Minh's anti-lynching writing, the founding conference of the WIDF (Women's International Democratic Federation) in China in 1945, through the Bandung Conference, coalitions against U.S. wars in Southeast Asia, and alignments with Chinese anti-imperialist endeavors, black and Asian peoples have joined in international political formations. Contributions to theory include the writings and activism of Langston Hughes, W.E.B. Du Bois, Richard Wright, Robert Williams, Yuri Kochiyama, Grace Lee and Jimmy Boggs, Ishmael Reed, and Amiri Baraka; films of Bruce Lee; music of Fred Ho; revolutionary praxis of Mao Tse Tung's *Little Red Book* and his writings on art and society; the Marxism of the Black Panther Party; the Afro-futurism of Sun Ra and Samuel Delany; and contemporary "Afro-pessimism." Such cultural works depict futurities and possibilities for Black and Asian diasporas. This seminar examines theory, politics, literature, film, and music produced from and linked to twentieth-century movements against capitalism, racism, colonialism, and imperial wars to think through how Black and Yellow Power have shaped solidarity to challenge white supremacy and racial capitalism. **Requirements:** One midterm paper (5-6 pp.) = 30%; final paper/project (10-12 pp.) with a creative option = 50%; short response paper and GLOW posts = 10%; participation (attendance and class discussion) = 10% Course cap: 19 Priority given to AMST majors, Africana concentrators

Requirements/Evaluation: One midterm paper (5-6 pp.) = 30%; Final paper/project (10-12 pp.) with a creative option = 50%; Short response paper and GLOW posts = 10%; Participation (attendance and class discussion) = 10%

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors, Africana concentrators

Expected Class Size: 19

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

Distributions: (D2)

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

AFR 344(D2) PSCI 333(D2) AMST 325(D2)

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

Not offered current academic year

AMST 326 (F) Unfinishing America (DPE) (WS)

Cross-listings: ENGL 316

Primary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE) (WS)

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

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

AMST 330 (Anti-)Imperialism, Race, and the Archive (DPE) (WS)

What is U.S. imperialism? How are the social relations of racial capitalism important to U.S. imperialism? How have anti-imperial, anti-racist, and

anti-capitalist struggles taken shape within, against, and beyond the U.S. nation-state, and how have these struggles shaped the U.S. nation-state itself? Finally, what kind of anti-imperial activist hermeneutics does American Studies offer and how can they be strengthened to reckon with the specific conditions of the U.S. imperial present? Anchored in these questions, this course seeks to introduce students to the history of U.S. imperialism. It does so beyond the traditional understanding of empire as a one-way agglomerating imposition of power in distant areas, and instead accounts for the co-constitution of reigning state-capitalist orders and global processes of spatial and social differentiation. Following such an approach to the history of U.S. imperialism, this course is organized around four time periods: 1770s to 1890s; 1890s to 1930s; 1930s to 1980s; and 1980s to the present. Across each period, we will attend to processes of U.S. imperial expansion, capital accumulation, and racial domination, and resistance to these processes. We will do so using secondary sources and a wide range of primary sources, including published fiction, legal documents, newspaper articles, speeches, films, and photos. By the end of this course, students should be able to detail a genealogy of the U.S. imperial present that accounts for: the significance of imperial and inter-imperial relations in the formation of U.S. national culture, institutions, and public areas such as law and public policy; how U.S. territorial colonialization has underpinned the development of U.S. imperial infrastructure, the imperial state form, and imperial culture; and how U.S. territorial and extraterritorial sovereignty exist in perpetual reaction to the primary claims of Indigenous peoples and other threats to reigning state-capitalist orders.

Requirements/Evaluation: Evaluation will be based on the following assessments: Class Participation: 25%; Weekly Response (350-500 words): 25%; Essay 1--First submission (5 pgs.): 10%; Essay 1--Revision (5 pgs.): 10%; Essay 2 (5 pgs.): 15%; Essay 3 (5 pgs.): 15%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors,

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AMST 332 (F) (De)colonial Ecologies (DPE) (WS)

Cross-listings: AFR 347 / ENVI 332

Primary Cross-listing

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Requirements/Evaluation: Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

AFR 347(D2) AMST 332(D2) ENVI 332(D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

AMST 333 (S) An American Family and "Reality" Television (WS)

Cross-listings: ARTH 310 / WGSS 312

Secondary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

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

Distributions: (D2) (WS)

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

ARTH 310(D1) WGSS 312(D2) AMST 333(D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ARTH post-1800 FMST Core Courses

Not offered current academic year

AMST 334 (F) Sexual Economies (DPE)

Cross-listings: ANTH 301 / WGSS 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

ANTH 301(D2) WGSS 301(D2) AMST 334(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 335 (S) Uncovering Williams

Cross-listings: ARTH 335

Primary Cross-listing

Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography

Prerequisites: sophomore standing or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

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

Distributions: (D2)

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

AMST 335(D2) ARTH 335(D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

AMST 338 (S) Literature of the American Renaissance

Cross-listings: ENGL 338

Secondary Cross-listing

The term "American Renaissance" refers to a period of US writing, primarily a couple of decades before the Civil War but extending after it: the time of Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, Whitman, Jacobs, and Douglass. At stake throughout was the soul of the nation in a time of exuberant political expansion, spiritual optimism, social experimentation, deadening social conventionality, spiritual constriction, labor exploitation, and slavery. The question repeatedly asked was what it means to be free. The question is personal, political, social, and spiritual, and always, for writers, literary: what are the limits or possibilities of writing freely?

Requirements/Evaluation: Three papers: 4 pp., 5 pp., 6-8 pp. Active class participation is expected and rewarded.

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

Enrollment Limit: 25

Enrollment Preferences: English majors; prospective English majors; American Studies majors; Comparative Literature majors

Expected Class Size: 20

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

Distributions: (D2)

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

ENGL 338(D1) AMST 338(D2)

Attributes: AMST Arts in Context Electives ENGL Literary Histories B

Not offered current academic year

AMST 342 (S) Race, Development, and Food Sovereignty (DPE) (WS)

Cross-listings: ENVI 349 / AFR 349

Primary Cross-listing

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

Requirements/Evaluation: Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

ENVI 349(D2) AMST 342(D2) AFR 349(D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Not offered current academic year

AMST 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: INTR 343 / AFR 343 / WGSS 343

Secondary Cross-listing

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

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

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

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

Distributions: (D2)

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

INTR 343(D2) AFR 343(D2) WGSS 343(D2) AMST 343(D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 345 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)

Cross-listings: AFR 353 / GBST 344

Primary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race,

racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

AMST 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: LATS 346

Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

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

Distributions: (D2)

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

LATS 346(D2) AMST 346(D2)

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

Not offered current academic year

AMST 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals

Cross-listings: COMP 348 / LATS 348

Secondary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators

Expected Class Size: 19

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

Distributions: (D2)

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

COMP 348(D1) AMST 348(D2) LATS 348(D2)

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

Not offered current academic year

AMST 349 (F) The Politics of Algorithms

Cross-listings: STS 349 / PSCI 331

Secondary Cross-listing

Every day, you interact with or through computer algorithms. In ways often obscure to users, they structure communication or conduct in social media, education, healthcare, shopping, entertainment, dating, urban planning, policing, criminal sentencing, political campaigns, government regulation, and war. Moving from the emergence of cybernetics during World War II through such contemporary examples as facial recognition software, this seminar approaches algorithms as complex technological artifacts that have social histories and political effects. Asking *how* algorithms are political and what that tells us about politics today (particularly in the U.S.), we will consider how their design expresses forms of power and their deployment shapes ways of living. What behaviors do different algorithms solicit, reward, discourage, or stigmatize? What kinds of selfhood and relationships do they promote or thwart? How do various algorithms influence political partisanship and beliefs and intersect with existing hierarchies of race, class, gender, and sexuality? When inequities are built into a design, can that be addressed by rooting out "bias," or do such efforts miss something more inherent in the kinds of artifacts algorithms are or what they can be in a capitalist economy? Might developments in artificial intelligence transform our sense of the human or even threaten the species? Many of the seminar's themes, including democracy, power, inequality, judgment, deliberation, publicity, subjectivity, and agency, are central to political theory, but readings and course materials will also be drawn from such fields as media theory, surveillance studies, sociology, American studies, critical data science, film, and contemporary art. The course neither requires nor teaches any computer science skills.

Requirements/Evaluation: Class attendance and participation, regular short posts or exercises, and either three eight-page essays or one 8-page essay and one longer final paper.

Prerequisites: At least one course in political, cultural, or social theory or the critical study of science and technology, or permission of the instructor. Not open to first-year students.

Enrollment Limit: 15

Enrollment Preferences: Political Science and American Studies majors and STS concentrators; then qualified students from all other majors welcome, space permitting.

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 349(D2) STS 349(D2) PSCI 331(D2)

Attributes: AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

AMST 350 (F) Black Masculinities (DPE)

Cross-listings: ENGL 375 / AFR 331 / WGSS 318

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

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

Distributions: (D2) (DPE)

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

ENGL 375(D1) AFR 331(D2) AMST 350(D2) WGSS 318(D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

AMST 351 (F) Queer Tongues & Lavender Linguistics (DPE)

Cross-listings: WGSS 350 / ANTH 350

Secondary Cross-listing

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions,

Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

Prerequisites: None; prior coursework in WGSS may be helpful, but is not required

Enrollment Limit: 15

Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 351(D2) WGSS 350(D2) ANTH 350(D2)

Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 352 (S) Global Health in the Transpacific (DPE)

Cross-listings: STS 311 / ASIA 352

Secondary Cross-listing

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

Requirements/Evaluation: Reading responses, two short review essays, and one seminar paper

Prerequisites: Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

Enrollment Limit: 12

Enrollment Preferences: Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

STS 311(D2) AMST 352(D2) ASIA 352(D2)

Difference, Power, and Equity Notes: This course examines the inequalities that shape global health interventions.

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

AMST 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)**Cross-listings:** STS 353**Primary Cross-listing**

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper**Prerequisites:** none**Enrollment Limit:** 15**Enrollment Preferences:** American Studies majors and Science and Technology Studies concentrators**Expected Class Size:** 13**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 353(D2) STS 353(D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives**Not offered current academic year****AMST 357 (S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self (DPE)**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. In this second part, we convene on a selection from our historical present and explore how categories of *identity* and *experience*, *memory* and *history* are being constructed and deconstructed, reimagined and remade anew. We will ask: how do these authors narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of historical violence? What possibilities for (individual and collective) healing can exist in and beyond the world as we know it? What does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged American present-future tense? Texts to be considered may include: *How to Write an Autobiographical Novel* (Alexander Chee); *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele); *Heart Berries* (Terese Marie Mailhot); *Know My Name* (Chanel Miller); *On Earth We're Briefly Gorgeous* (Ocean Vuong).

Requirements/Evaluation: weekly reading responses, midterm and final papers**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor**Enrollment Limit:** 12**Enrollment Preferences:** American Studies Majors**Expected Class Size:** 12**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D2) (DPE)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

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

Not offered current academic year

AMST 358 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: LATS 341 / THEA 341 / WGSS 347 / SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2023

SEM Section: 01 Cancelled

AMST 360 (S) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: HIST 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared or competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" history through a transnational and transoceanic lens. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it traces pathways for recasting the nature and meanings of these connected spaces and histories. In addition, the course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these

Atlantic pasts through calls to action for reparations, repatriation and repatriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 360(D2) HIST 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in recovering and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2024

SEM Section: 01 Cancelled

AMST 361 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)

Cross-listings: WGSS 361 / LATS 344

Secondary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 361(D2) WGSS 361(D2) LATS 344(D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional

lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

AMST 362 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"

Cross-listings: AFR 300 / ENVI 300 / WGSS 362

Secondary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

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

Distributions: (D2)

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

AMST 362(D2) AFR 300(D2) ENVI 300(D2) WGSS 362(D2)

Not offered current academic year

AMST 363 (S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)

Cross-listings: MATH 308 / STS 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

Class Format: This is a research-based tutorial.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

Prerequisites: Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

Enrollment Limit: 20

Enrollment Preferences: Students will be admitted in groups based on a proposal submitted prior to preregistration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

Expected Class Size: 20

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

Distributions: (D2) (DPE) (QFR)

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

AMST 363(D2) MATH 308(D3) STS 363(D2)

Difference, Power, and Equity Notes: Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Not offered current academic year

AMST 364 (F) Trans Film and Media (DPE)

Cross-listings: WGSS 311

Secondary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

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

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

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

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

AMST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 / GBST 365 / AFR 365

Primary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENGL 320(D1) GBST 365(D2) AMST 365(D2) AFR 365(D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AMST 366 (F) Music in Asian American History (DPE) (WS)

Cross-listings: MUS 316

Secondary Cross-listing

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Students with curricular experience in Asian American history or music studies.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

MUS 316(D1) AMST 366(D2)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Not offered current academic year

AMST 367 (F) Colonialism and the Environment (DPE)

In this course students will explore the intersections of environmental history and the history of colonialism in the United States. We will examine how scholars have crafted narratives that focus on "nature"--both as a cultural concept and as a set of biological processes and systems. Readings and assignments will analyze the ways in which these different "natures" have acted as both agents and objects of historical change. We will pay particular attention to how different environments were impacted by the Euro-American conquest of indigenous homelands. Course topics will include (but are not limited to) European settlement in New England, the North American fur trade, US continental expansion and the destruction of the bison, the transcontinental railroad, the creation of the National Park system, Native American environmental activism, and paramilitary responses to struggles over natural resources (such as the Dakota Access Pipeline protests).

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, short papers, and a semester-long research project.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference for upper-level (Junior/Senior) students

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, colonialism, and the inequalities that can result from ecological changes that impact how communities live and interact with the natural world. Students in the course are asked to explore how difference, power, and inequality have shaped the environmental history of the United States.

Attributes: AMST Space and Place Electives

Not offered current academic year

AMST 368 (F) Framing American Slavery (DPE)

Cross-listings: HIST 368 / AFR 363

Secondary Cross-listing

Readings in American Slavery This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation: Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

HIST 368(D2) AFR 363(D2) AMST 368(D2)

Difference, Power, and Equity Notes: This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

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

Not offered current academic year

AMST 369 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: WGSS 332

Secondary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be very helpful, but is not required.

Enrollment Limit: 15

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Abram J. Lewis

AMST 370 (S) Visual Politics

Cross-listings: ARTH 337 / PSCI 337

Secondary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Crary, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and *either* three 7- to 8-page papers *or* on short and one much longer paper.

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 16

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

Distributions: (D2)

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

ARTH 337(D1) AMST 370(D2) PSCI 337(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

AMST 371 (S) Rebels, Guerillas, and Insurgents: Resistance and Repression in US History (DPE)

This course examines histories of resistance and repression throughout US history. We will consider the role of militancy in social or revolutionary movements, how states deploy power to respond to those movements, and debates around "violence" and political action. Wide ranging in both chronology and topic, course materials will explore slavery, piracy, indigenous resistance to US continental expansion, the expansion of US empire to places like Hawaii and the Philippines, social movements focused on race, class, gender, sexuality, and citizenship, as well as struggles over environmental justice and indigenous sovereignty. The course will also interrogate the rise of far-right paramilitary violence in the United States and the backlash to the social movements of the 1960s and 70s. Students will develop their skills in reading, writing, and communication, and classes will emphasize engagement with primary sources, cultural texts, and different forms of media.

Requirements/Evaluation: Assignments will include participatory discussion, short papers, a midterm, and a final exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference for upper-level (Junior/Senior) students, and students that have taken introductory courses in American Studies, History, and other Humanities disciplines

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on resistance to different forms of inequality throughout US history. Students will gain a greater understanding of how race, gender, sexuality, class, and citizenship have been debated, contested, and reified through processes of resistance and repression. The course materials will seek to highlight the voices of groups and individuals that have often been left out of mainstream historical narratives.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement AMST Space and Place Electives

Spring 2024

SEM Section: 01 Cancelled

AMST 372 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 / STS 373

Primary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

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

Distributions: (D2) (DPE) (WS)

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

AFR 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

AMST 373 (F) US Empire in the Philippines: Capitalism, Colonialism, and Revolution (DPE)

Cross-listings: AAS 373

Primary Cross-listing

When the United States of America took official colonial control of the Philippines in 1898, Filipinos had already been fighting an anti-colonial struggle against Spain for several years. With the start of the Philippine-American War in 1899, that fight continued. Keeping the always-present possibilities of Filipino revolt in mind, this course takes an interdisciplinary approach to the study of U.S. empire-building in the Philippines from the late-nineteenth to the mid-twentieth centuries. We will frame our understanding in terms of racial capitalism and the colonality of power, with particular attention to the materiality of empire -- infrastructure, architecture, financing, markets, and population management -- and U.S. empire's production of racial, gender, indigenous, religious, and sexual categories and difference. Our readings may be drawn from critical ethnic studies, gender & sexuality studies, American studies, postcolonial theory, Black studies, disability studies, and more. Topics include the military "management" of Muslim, Christian, and

animist groups, the Katipunan society, interracial intimacies, and early 20th century Filipino migration to the United States. Students are expected to take an active role in discussion, but no prior knowledge of the Philippines is expected.

Requirements/Evaluation: Evaluation will be based on a semi-self-paced portfolio model: by two different points in the semester, students will be responsible for handing in a collection of 1-2 page response papers, discussion posts, discussion questions, and/or a paper analyzing a primary source or theoretical argument. The minimum requirement is a word count e.g. 3,000 words by 10/15, another 3,000 by 11/15. For the final, students will collect their work, revise at least 30% of it according to professor and peer feedback, and write a final reflection paper. In pairs, students will also lead discussion during one or more class sessions.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: First priority will go to AAS concentrators and AMST prospective and declared majors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

AAS 373(D2) AMST 373(D2)

Difference, Power, and Equity Notes: This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and ablist categories in the context of world-historic systems of power, namely capitalism and colonialism. It tracks the unequal relations of power between American colonizers and Filipino colonized subjects, while keeping live the inherent power of Filipino people for revolt.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Jan Padios

AMST 374 (S) Black Critical Theory, Black Avant-Garde (DPE)

Cross-listings: ENGL 311 / AFR 376

Primary Cross-listing

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoria. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENGL 311(D1) AFR 376(D2) AMST 374(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it

attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

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

Spring 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Selamawit D. Terrefe

AMST 375 (S) Asian American Sexualities (DPE)

Cross-listings: WGSS 375 / AAS 375

Primary Cross-listing

Often framed as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own sexualities? Anchored in this question, this theory-intensive course introduces students to core texts in Asian American Studies, feminist and queer criticism, and performance studies alongside a host of cultural productions (e.g., film, visual art, performance, poetry). It will focus on an array of topics, including western demands to "come out," the history and activism of "comfort women," HIV/AIDS, orientalism/ornamentalism, the criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

Requirements/Evaluation: in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

Prerequisites: preferably AMST 125 or WGSS 101/202

Enrollment Limit: 20

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 18

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

Distributions: (D2) (DPE)

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

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

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

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AMST 379 (S) American Pragmatism

Cross-listings: PHIL 379

Secondary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

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

Distributions: (D2)

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

PHIL 379(D2) AMST 379(D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

AMST 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: STS 380 / AFR 380 / ENGL 381 / WGSS 380

Secondary Cross-listing

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

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

STS 380(D2) AFR 380(D2) AMST 380(D2) ENGL 381(D1) WGSS 380(D2)

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 392 (S) Black Ecologies: Performances of a Racial & Sexual Environmental Ethics (DPE)

Cross-listings: WGSS 392 / THEA 392 / AFR 355

Secondary Cross-listing

In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks "are only certain people allowed to nature and its benefits?" In the wake of slogans like "Black Lives Matter," the statement provokes thought on the black body's dehumanized representation within (and in connection to) material culture. Moreover, it centers these violent histories and how performances of anti-blackness are rendered intrinsic to the exploitation of the natural world. In this class we will explore this emerging field of Black Ecologies. We will assess how the concept can further radicalize *grassroots* initiatives for social justice, inform our understanding on the history of American slavery, and reframe our approaches to environmentalism through a Queer and Feminist Lens. Most excitingly, we will view performances such as Barry Jenkins *Moonlight* (from a Black and Queer socio-ecological perspective), watch episodes of Ava DuVernay's *Queen Sugar* and even Beyonce's concert: *Renaissance*. These contemporary case studies provide us entry into an ecological ethic that centers non-human engagements where we might imagine otherwise possibilities for living in and creating liberated futures.

Requirements/Evaluation: 20% Weekly Journal Entries on Discussion Board; 20% Mini-Assignment 1; 20% Mini-Assignment 2; 25% Final Presentation; 15% Participation

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

WGSS 392(D2) THEA 392(D1) AMST 392(D2) AFR 355(D2)

Difference, Power, and Equity Notes: Deal fundamentally with axes of difference and various arrays of power and privilege.

Attributes: AFR Core Electives WGSS Theory Courses

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

AMST 397 (F) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)

Fall 2023

IND Section: 01 TBA Cassandra J. Cleghorn

AMST 398 (S) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)

Spring 2024

IND Section: 01 TBA Cassandra J. Cleghorn

AMST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

Cross-listings: AFR 372 / GBST 400 / INTR 400 / PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AFR 372(D2) GBST 400(D2) AMST 400(D2) INTR 400(D2) PSCI 379(D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

AMST 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)

Cross-listings: THEA 402 / AFR 329 / WGSS 402

Primary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and particularly at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class discussion, short weekly posts, class presentation, final project

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 12

Enrollment Preferences: senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

THEA 402(D1) AFR 329(D2) WGSS 402(D2) AMST 402(D2)

Writing Skills Notes: Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Not offered current academic year

AMST 404 (S) New Works in Asian American Studies (DPE)

In this seminar, we will consider recent and/or recently intensifying debates, conversations, and intellectual directions in Asian American Studies. Topics may include settler colonialism; indigeneity, the Pacific, and the transpacific; war and refugee experiences; media, including video games; political participation, conservatism, and religion; affirmative action; sexual violence; mental health; and comparative and relational racialization e.g. scholarship at the intersection of Asian American, Latinx, Native American/Indigenous, and African American/Africana studies. We may also consider some new works of Asian American film and literature, and the criticism it generates. Course material will focus on scholarship that critically engage race, gender, sexuality, indigeneity, and/or disability as key terms. Students may be asked to develop a final project or paper based on one of the topics or books covered in the course; review a new work independently; or conduct an interview with an author. Students will gain an understanding

of the field's recent concerns but also become familiar with the broader political, social, and cultural contexts from which they emerge.

Requirements/Evaluation: In-class participation, weekly response papers, in-class presentation of the reading, final paper or project

Prerequisites: AMST125 (Introduction to Asian American Studies) or equivalent from another unit e.g. WGSS

Enrollment Limit: 12

Enrollment Preferences: Senior American Studies majors; juniors or seniors with demonstrated interest in Asian American Studies (especially previous coursework); seniors majoring in LATS, Africana, WGSS, or doing related independent/Honors coursework

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers Asian American scholarship that foregrounds modes of social difference, systems of power, and formations of identity, solidarity, and community. Students consider how Asian American experiences are shaped by uneven and often unjust social processes, and aspects of identity, such as race, indigeneity, gender/sexuality, class, and religion. Students will also consider Asian American intersections with Indigenous/Native American, Latinx, and African American experience.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

AMST 405 (F) Critical Indigenous Theory (DPE)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper

Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors

Expected Class Size: 10

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Not offered current academic year

AMST 406 (F) Environmental Planning Workshop: Community Project Experience

Cross-listings: ENVI 402

Secondary Cross-listing

In this class you apply your education to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to work with clients to develop solutions. You will learn while doing and contribute to the community. The field of environmental planning encompasses the *built environment*,

such as housing, zoning, transportation, renewable energy, waste, neighborhood design; the *natural environment*, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the *social environment*, such as racial zoning, recreation, placemaking, ecojustice, food security, and healthy communities. Skills taught include basic land use planning, GIS mapping, developing and conducting surveys, interview techniques, community-based research, project management, public presentations and professional report-writing. The class culminates in public presentations to the client organizations. The class hours include time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

Class Format: The weekly conference session (1 hour) is dedicated to site visit field trips, team project work, client meetings and team meetings with professor.

Requirements/Evaluation: Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

Prerequisites: ENVI 101 recommended; open to juniors and seniors.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

Expected Class Size: 16

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

Unit Notes: Course fulfills senior seminar requirement for Environmental Studies Majors, Environmental Studies Concentrators, and Maritime Studies Concentrators. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies Major elective.

Distributions: (D2)

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

ENVI 402(D2) AMST 406(D2)

Attributes: AMST Space and Place Electives ENVI Core Courses ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Core Courses EVST Senior Seminar EXPE Experiential Education Courses MAST Senior Seminar

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:00 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:00 pm Sarah Gardner

AMST 407 (S) Colonialism and Critical Theory (DPE) (WS)

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions.

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

Prerequisites: Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

Enrollment Limit: 15

Enrollment Preferences: AMST senior major, but anyone with upper-level humanities training welcome

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

Attributes: AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Not offered current academic year

AMST 409 (F) Prehistories of the War on Terror (DPE) (WS)

On September 11th, 2001, members of the terrorist organization Al-Qaeda hijacked four airplanes and crashed them into the World Trade Center, the Pentagon, and rural Pennsylvania. For many Americans this tragedy seemed to come out of nowhere. In an attempt to historicize these shocking events, and the global wars that resulted from them, this course will examine the prehistories of the War on Terror. We will study the United States' emergence as a global power after World War II, US foreign policy and its relationship to the Middle East, and the political and cultural currents that informed American responses to the events of 9/11. We will also explore the history of the War on Terror itself. Topics will include the Cold War, the environmental history of oil, the history of terrorism, the relationship between race and war, and the invasions of Afghanistan and Iraq.

Requirements/Evaluation: Assignments will include participatory discussion, daily responses to assigned readings, short papers, and a research paper.

Prerequisites: Introductory course in American Studies or History; or some prior coursework on US history, empire, foreign relations, race, environment, and violence.

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and students that have completed upper-level coursework in American Studies, History and related fields.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In this workshop-style course students will focus on developing their skills in reading primary and secondary literature, advancing historical arguments, conducting research, engaging in discussion, and producing academic writing. Short writing assignments, peer review, and revision will break down the research process into manageable parts, scaffolding to a final research paper.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality, with an emphasis on the Cold War and War on Terror. Students will develop tools to analyze how power shapes the differences produced by colonialism, empire, global capitalism, and similar historical processes.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Stefan B. Aune

AMST 411 (F) Transnationalism and Difference: Comparative Perspectives

Cross-listings: WGSS 409 / LATS 409

Secondary Cross-listing

In the age of digital communications and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics.

The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

Class Format: This course will follow a discussion format.

Requirements/Evaluation: student participation, an original 12-15 page semester-long research paper conducted in stages, and student presentation

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority. If the course is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

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

Distributions: (D2)

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

WGSS 409(D2) LATS 409(D2) AMST 411(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not offered current academic year

AMST 412 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: STS 412 / AFR 394

Primary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AMST 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AMST 414 (S) Race and Performance (DPE) (WS)

Cross-listings: AAS 414 / WGSS 414

Primary Cross-listing

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AAS 414(D2) WGSS 414(D2) AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection.

Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Kelly I. Chung

AMST 418 (S) Modernisms and the Archive

Cross-listings: ENGL 418

Secondary Cross-listing

This seminar positions us at the intersection of archival theory, print culture, and literary study in order to chart new pathways for understanding the making of modern poetry and poetics during the period of literary history (from 1900 to 1945) that we most closely associate with the term Modernism. Modernist Studies is at the moment undergoing a major and exciting shift made possible by digital archives that allow us to access and document the rich intertextual experience of reading Modernism as it unfolded in the influential little magazines that came to define Modernisms. Some, like Poetry magazine, defined the new poetry strictly along aesthetic lines and treated these publications as collectible objects. Others, such as The Crisis, brought together poetry and the politics of race and social justice and encouraged, as Bartholomew Brinkman has argued, "both aesthetic and socially engaged readings." We take advantage of digital archives, as well as physical ones, in order to tell new stories about both familiar and unfamiliar writers that can be discovered at the intersections of literary history and archives. Students will also have the opportunity to work in the Sterling Brown archive here at Williams. Recently acquired by Williams College Library Special Collections, this significant archive documents the life, work, and

poetic practice of African-American writer and educator Sterling Brown, whose poetry and prose spans nearly five decades of the twentieth century, yet Brown has often been left out of the narrative we tell about modern poetry. Work in the Sterling Brown archive will culminate in a curated public exhibition featuring your discoveries. Iain Bailey has argued that we should think of the archive "as a place of work, rather than as a cache from which to draw certainties." With this caveat in mind and in the spirit of discovery, we will act over the course of the semester as investigators, curators, collaborators, and inquirers in the workshop of literary production and its aesthetic products.

Requirements/Evaluation: Short papers, archival presentations, final paper or digital project (12-15 pages)

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

Enrollment Limit: 15

Enrollment Preferences: English Majors, American Studies Majors

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 418(D2) ENGL 418(D1)

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

AMST 430 (S) Race, Identity, Nature (DPE) (WS)

Cross-listings: AFR 390 / ENVI 430

Primary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AFR 390(D2) ENVI 430(D2) AMST 430(D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

Attributes: AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

AMST 455 (F) Material Cultures in North American History (DPE)

Cross-listings: HIST 455

Secondary Cross-listing

Material culture studies consider the dynamic relationships that people develop with the physical world. Tangible items like clothing, furniture, tools, and the built environment are all shaped by communities' identities, aspirations, resources, struggles, and forms of power. This course approaches North American histories through the lens of materiality, and examines how interdisciplinary methodologies can illuminate multiple or alternate understandings of the past--and its continuing impacts in the twenty-first century. While many historians emphasize written archives and documents as primary sources, scholars and practitioners of material culture studies center everyday as well as exceptional material items that communities have produced and interacted with over many generations. Equally important are the afterlives of these items. At different turns, and across time, social groups have cherished certain belongings; contested, rejected, or remade them; ascribed and activated meanings that may be very different from what the original makers conceived. These continuing transits compel reckoning with major issues of justice, rights, restitution, and sovereignty. The course traces key theories, ethics, and practices of caretaking, preservation, repatriation, curation, creative re-making, and digitization. Members will participate in a series of visits to area museums, collections, and meaningful places to deepen skills of critical analysis. The scope of the course is North American and at times transoceanic. It also includes substantial focus on our location in the Northeast and local formations of materiality and memory, as well as topics in Native American and Indigenous Studies, settler colonialism, and decolonizing approaches. Class members will build familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the communities who engage with them.

Requirements/Evaluation: Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

Prerequisites: Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, junior and senior History and American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 455(D2) AMST 455(D2)

Difference, Power, and Equity Notes: This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

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

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Christine DeLucia

AMST 478 (S) Cold War Landscapes

Cross-listings: HIST 478 / ENVI 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

Requirements/Evaluation: class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, ENVI, and AMST majors if over-enrolled

Expected Class Size: 10

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

Distributions: (D2)

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

HIST 478(D2) ENVI 478(D2) AMST 478(D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not offered current academic year

AMST 490 (S) The Suburbs (WS)

Cross-listings: HIST 491 / ENVI 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

HIST 491(D2) ENVI 491(D2) AMST 490(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

AMST 491 (F) Senior Honors Project: American Studies

This seminar is the first half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer helpful guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Satisfactory completion of the course will be required for students to continue on in the honors program.

Requirements/Evaluation: Satisfactory completion of the course will be required for students to continue on in the honors program.

Prerequisites: AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid).

Enrollment Limit: 10

Enrollment Preferences: AMST Seniors

Expected Class Size: 5

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

Distributions: (D2)

Fall 2023

HON Section: 01 TBA Jan Padios

AMST 492 (S) Senior Honors Project: American Studies

This seminar is the second half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Guest speakers may also be invited to talk to the class.

Requirements/Evaluation: Attendance, participation, timely progress on the thesis project

Prerequisites: Senior AMST majors who have been approved to write an honors thesis

Enrollment Limit: 10

Enrollment Preferences: This course is limited to senior AMST majors who have been approved to write an honors thesis.

Expected Class Size: 5

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

Distributions: (D2)

Spring 2024

HON Section: 01 TBA Jan Padios

Winter Study -----

AMST 17 (W) Social Justice Advocacy/Just Futures in New York City

Winter Study Travel Course Proposal (January 2024) Social Justice in New York City SPEC 27 (updated course last offered in Jan 2019) Instructor: Joy James, Ebenezer Fitch Professor of Humanities Instructor Email: jjames@williams.edu Department: American Studies/Humanities Course Title: Social Justice Advocacy/Just Futures: Student Experiential Learning with NYC Nonprofits: IFCO, BKLYN Combine; Ms. Stephanie Science Club/PS; JMAC for Families. This winter study course revises the 2019 course to include two additional nonprofits: BKLYN Combine and JMac for Families (Harlem). I. Ms. Stephanie Science Club Williams College students will shadow Stephanie E. Farmer, founder & Executive Director of Triple F Empowerment, Inc, a small Harlem-based nonprofit/grassroots organization engaged in STEAM education in public, under-resourced elementary and middle schools. Interns will have the opportunity to work with elementary students in Harlem through hands-on STEAM educational activities, facilitate science workshops conducted at a New York City public school during the week and volunteer on Saturdays at Ms. Steph's Science Club. As educational interns, students will have a weekly Q&A (debrief) session with Ms. Steph about education and STEAM. II. The BKLYN Combine Public Debate Program (BCPD) co-founded by Dr. Keith White, Esq. focuses on debate and critical analyses support youths to "interrogate information" so that "their relationship to that information becomes intimate and granular." The BCPD works to offer opportunities for critical analyses and learning legal rights for youths who also are introduced to debate. III. JMac for Families is based in Harlem, NY and works on behalf of working-class families who face unwarranted removal of their children through foster care. <https://jmacforfamilies.org/> IV. IFCO is a nonprofit based in Harlem that provides medical care packages and advocacy for under-resourced communities and nations.

Requirements/Evaluation: A 10-page paper; Two five page papers; participations in seminar discussions, participation in nonprofit organizations engagement, journal.

Prerequisites: Interests in social justice and commitment to engage with nonprofits and to do prep readings on politics, human rights and civil rights advocacy relevant to NYC and specified nonprofits.

Enrollment Limit: 8

Enrollment Preferences: Preference is for students who are comfortable in an urban environment and who have interest in social justice, diverse communities, political analyses and civic engagement.

Expected Class Size: 8

Grading: pass/fail only

Materials/Lab Fee: \$3,100

Attributes: TRVL Winter Study Travel Course

Winter 2024

TVL Section: 01 TBA Joy A. James

AMST 18 (W) The Toxic Legacy of Local History: Industrialization, Deindustrialization, and Environmental Justice

The history of industrialization in the northern Berkshires provides a remarkable illustration of the forces of that have shaped American society over the last two centuries. In this course, we will examine a number of local case studies that illustrate these forces and their outcomes, with particular attention to the history of North Adams. We will investigate and discuss, - How the needs of industry determined the location and the subsequent economic development of North Adams; - The transition from nineteenth to twentieth century industrial production, with particular attention to the dramatic increase in sophistication of products and the toxicity of the waste stream; - The connection between immigration, labor, and unionization, exemplified by the recruitment of Chinese immigrants to North Adams to break a strike; - The rise of environmental regulation and the rapid exportation of hazardous industries to developing nations, leaving industrial cities like North Adams with almost no economic basis; - The toxic legacy of our industrial past: A housing stock heavily contaminated by lead paint; a neighborhood razed because of contaminated groundwater, and a river so polluted that fish caught in it can't be eaten. The course will highlight the local and global environmental justice and public health consequences of the different phases of industrialization, and will consider approaches to mitigating some of these impacts.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: None

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Rye Howard holds doctoral and MPH degrees in environmental public health, and has extensive teaching and policy experience. Rye is a staff scientist at ELAW, an NGO providing legal and scientific assistance to environmental defenders worldwide.

Materials/Lab Fee: \$106

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 MR 1:00 pm - 4:00 pm Rye E Howard

AMST 30 (W) Senior Honors: American Studies

To be taken by students registered for American Studies 491 or 492.

Class Format: independent study

Grading: pass/fail only

Winter 2024

HON Section: 01 TBA Jan Padios

AMST 99 (W) Independent Study: American Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2024

IND Section: 01 TBA Cassandra J. Cleghorn