

## 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, American Studies, Women, Gender & Sexuality 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
- Ethan Fukuto, Visiting Assistant Professor of American Studies
- Brian Murphy, Associate Professor of American Studies
- Jan Padios, Associate Professor of the American Studies Program; on leave Spring 2025
- Mark T. Reinhardt, Class of 1956 Professor of American Civilization; affiliated with: Political Science, American Studies
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- William Samuel Stahl, Visiting Assistant Professor of American Studies
- Ricardo A Wilson II, Associate Professor of English; affiliated with: English, American Studies

### 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 TUT She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: Meredith Coleman-Tobias

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 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\(S\) SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [Stefan Aune](#)

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 261 / COMP 261\(S\) SEM Global Gulags](#)

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

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

Taught by: [Cassandra Cleghorn](#)

[Catalog details](#)

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

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376 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: TBA

[Catalog details](#)

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

Taught by: [Michael Lewis](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

[CAOS 231 / ENGL 231\(F, S\) SEM Literature of the Sea](#)

Taught by: [Ned Schaumberg](#)

[Catalog details](#)

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

Taught by: [Soledad Fox Maura](#)

[Catalog details](#)

[ENGL 204\(F\) LEC Hollywood Film](#)

Taught by: [John Kleiner](#), [Jim Shepard](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

[ENGL 238 / AFR 260\(F\) SEM 1930s Black Literature](#)

Taught by: [Ricardo A Wilson](#)

[Catalog details](#)

[ENGL 243 / COMP 268\(S\) TUT The Contemporary African American and Latin American Novella](#)

Taught by: [Ricardo A Wilson](#)

[Catalog details](#)

[ENGL 338 / AMST 338\(S\) SEM Literature of the American Renaissance](#)

Taught by: [John Limon](#)

[Catalog details](#)

[ENGL 418 / AMST 418 SEM Modernisms and the Archive](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latinx Language Politics: Hybrid Voices](#)

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](#)

[MUS 151\(S\) LEC A History of Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[MUS 211 / ANTH 211\(F\) SEM Music, Nationalism, and Popular Culture](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[MUS 252 / AFR 242 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](#)

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

Taught by: [Armond Towns](#)

[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 Patterns 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\(S\) SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 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\(F\) SEM Trending Black: Race & Social Media in the 21st Century](#)

Taught by: TBA

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

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

[Catalog details](#)

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

Taught by: [Kelly Chung](#), [Ethan Fukuto](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [Stefan Aune](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

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

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

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

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 354\(S\) SEM Race/War: Critical Readings on Violence](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

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

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376 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: TBA

[Catalog details](#)

[AMST 402 / AAS 402 / WGSS 402\(F\) SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

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

Taught by: [Stefan Aune](#)

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 428 / AFR 396 / WGSS 428\(S\) SEM Relationality and Its Antagonisms](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 435 Ghosts: Race, Memory, and Haunting in the United States](#)

Taught by: TBA

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

[HIST 152 / WGSS 152\(F, S\) SEM The Fourteenth Amendment and the Meanings of Equality](#)

Taught by: [Sara Dubow](#)

[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322\(S\) SEM Race, Culture, Incarceration](#)

Taught by: [Joy James](#)

[Catalog details](#)

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

Taught by: [Kevin Cruz Amaya](#), [Nelly Rosario](#)

[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\(S\) SEM Latinx Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

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

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 286 / HIST 286 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\(F\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: TBA

[Catalog details](#)

[LATS 318 / AMST 318 / REL 318 SEM Myths and the Making of Latine California](#)

Taught by: TBA

[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

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

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[MUS 151\(S\) LEC A History of Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

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

Taught by: [James Mahon](#)

[Catalog details](#)

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

Taught by: [James Mahon](#)

[Catalog details](#)

[PSYC 341 / WGSS 339\(F\) SEM The Social Psychology of Prejudice](#)

Taught by: TBA

[Catalog details](#)

[REL 237 / AAS 237 / AFR 237 / AMST 237 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 252 / GBST 252 / AMST 255\(S\) LEC Patterns of African Diasporas to the U.S.](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

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

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

[AMST 258\(F\) SEM Transatlantic Political Theory](#)

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

[AMST 261 / COMP 261\(S\) SEM Global Gulags](#)

Taught by: [William Samuel Stahl](#)

[Catalog details](#)

[AMST 262\(F\) SEM Race-Making and the Politics of Performance](#)

Taught by: [Ethan Fukuto](#)

[Catalog details](#)

[AMST 304 / AAS 304 / WGSS 306\(F\) SEM Queer in Asian America](#)

Taught by: [Ethan Fukuto](#)

[Catalog details](#)

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

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 354\(S\) SEM Race/War: Critical Readings on Violence](#)

Taught by: [Stefan Aune](#)

[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\(S\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

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

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376 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: TBA

[Catalog details](#)

[AMST 402 / AAS 402 / WGSS 402\(F\) SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

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

Taught by: [Stefan Aune](#)

[Catalog details](#)

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

Taught by: [Stefan Aune](#)

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 415 / AAS 415 / WGSS 418\(S\) SEM Racial Melancholia, Queer Melancholia](#)

Taught by: [Ethan Fukuto](#)

[Catalog details](#)

[AMST 428 / AFR 396 / WGSS 428\(S\) SEM Relationality and Its Antagonisms](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

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

Taught by: [Joel Lee](#)

[Catalog details](#)

[COMP 380 / ENGL 370 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\(F\) SEM Introduction to Cultural Theory](#)

Taught by: [Christian Thorne](#)

[Catalog details](#)

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

Taught by: [Bethany Hicok](#)

[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\(S\) TUT The Impact of Black Panther Party Intellectuals on Political Theory](#)

Taught by: [Joy James](#)

[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322\(S\) SEM Race, Culture, Incarceration](#)

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\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

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

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 379 / AMST 379\(S\) 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](#)

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

Taught by: [Abram Lewis](#)

[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 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [Stefan Aune](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

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

Taught by: [Jan Padios](#)

[Catalog details](#)

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

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 435 Ghosts: Race, Memory, and Haunting in the United States](#)

Taught by: TBA

[Catalog details](#)

[ARTH 264 / AMST 264 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](#)

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

Taught by: [Sofia Zepeda](#)  
[Catalog details](#)

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

Taught by: [Vijay Ramprasad](#), [Giuseppina Forte](#)  
[Catalog details](#)

[ENVI 269 / CAOS 269\(F\) LEC Environmental Law and Policy](#)

Taught by: [Lindi von Mutius](#)  
[Catalog details](#)

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

Taught by: [Sarah Gardner](#)  
[Catalog details](#)

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

Taught by: [Chris Halsted](#)  
[Catalog details](#)

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

Taught by: TBA  
[Catalog details](#)

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

Taught by: [Karen Merrill](#)  
[Catalog details](#)

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

Taught by: [Karen Merrill](#)  
[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322\(S\) SEM Race, Culture, Incarceration](#)

Taught by: [Joy James](#)  
[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 / REL 318 SEM Myths and the Making of Latine California](#)

Taught by: TBA  
[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)  
[Catalog details](#)

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

Taught by: [Edgar Sandoval](#)  
[Catalog details](#)

[PSCI 349 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) (WS)**

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 4-5 page papers (with attention to revision process), one project with oral presentation, and a longer, final essay.

**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

**Unit Notes:** Core Course

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This Writing Skills course will include multiple papers, with attention to revision, as well as an oral presentation, and a longer, final essay. Attention will be paid to the process of composing a persuasive, interpretive essay based in close analysis of texts.

**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 2024

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

Spring 2025

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

### **AMST 107 (F) Arts of Ancestral Native and Indigenous North America**

**Cross-listings:** ARTH 107

**Secondary Cross-listing**

This course introduces students to the art and architecture of ancestral Indigenous and Native North America. It will consider the artistic productions of several pre-contact and early colonial cultures that emerged in the regions now referred to as Mesoamerica, the "United States," and "Canada." Cultures to be addressed include Olmec, Maya, Teotihuacan, Zapotec, Mexica (Aztec), Chaco, Mississippian, Inuit, and Native Hawaiian, among others. Students will learn not only about these cultures but also the sources and methods by which present-day scholars have come to know of their complexity. Artforms to be addressed will include ceramics, murals, sculpture, inscriptions, feather work, shell work, sacred architecture, residential architecture, and urbanism. This is one half of a two-course sequence that also includes, "Arts of Ancestral Native and Indigenous South America and the Caribbean," (Spring 2024) and may be taken in any order or independently.

**Requirements/Evaluation:** Weekly readings (50 pages); Regular attendance at lectures (20%); Four 2-page artwork analysis essays due at regular intervals throughout the semester (40%); One 6-8-page final essay on a thematic topic of the student's choice (40%).

**Prerequisites:** None

**Enrollment Limit:** 45

**Enrollment Preferences:** Art History majors and first year students

**Expected Class Size:** 45

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

**Distributions:** (D2)

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

AMST 107(D2) ARTH 107(D1)

**Attributes:** ARTH pre-1800

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Trenton D. Barnes

**AMST 108 (S) Arts of Ancestral Native and Indigenous South America and the Caribbean**

**Cross-listings:** ARTH 108

**Secondary Cross-listing**

This course introduces students to the art and architecture of ancestral Indigenous and Native South America. It will consider the artistic productions of several pre-contact and early colonial cultures that emerged in the Andes, Amazonia, the Southern Cone, and the Caribbean. Cultures to be addressed include Chavin, Nazca, Moche, Tiwanaku, Inca, Casarabe, Tupi-Guarani, Cocle, Taíno, and Mapuche, among others. Students will learn not only about these cultures but also the sources and methods by which present-day scholars have come to know of their complexity. Artforms to be addressed will include ceramics, murals, sculpture, khipu, tocapu, feather work, shell work, sacred architecture, residential architecture, and settlement. This is one half of a two-course sequence that also includes, "Arts of Ancestral Native and Indigenous North America," and may be taken in any order or independently.

**Requirements/Evaluation:** Weekly readings (50 pages); Regular attendance at lectures (20%); Four 2-page artwork analysis essays due at regular intervals throughout the semester (40%); One 6-8-page final essay on a thematic topic of the student's choice (40%).

**Prerequisites:** None

**Enrollment Limit:** 45

**Enrollment Preferences:** Art majors and first year students.

**Expected Class Size:** 45

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

**Distributions:** (D2)

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

ARTH 108(D1) AMST 108(D2)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Trenton D. Barnes

**AMST 109 (F) Global Islamophobia: Crisis of the State and Reconfiguration of Global Power (DPE) (QFR)**

**Cross-listings:** ARAB 108 / GBST 106 / REL 113

**Secondary Cross-listing**

Given the fact that Islamophobia is a global issue, this course focuses on the socio-geopolitical global dynamics of Islamophobia by examining the historical roots of Islamophobia on a global scale and its manifestation in current events in Asia, Europe, Africa, and North and South America. Therefore, the course will follow a two-part line of inquiry that sheds light on two key aspects of global Islamophobia: the genealogy of political Islam and the racialization of Islam (In French there is a distinction between islam and Islam. We will discuss this distinction more in class). The first part of the course will explore the racialization of Islam in the contexts of migration, minoritization, and indigeneity across different geographies. For example, we will compare the social and economic transformation of Arab immigrants and their descendants from Arabs to Muslims in France and the U.S. and identify similarities and differences between the construction of race and anti-Muslim racism in both countries. As for the contexts of minoritization and indigeneity, we will discuss the cases of Muslims in Myanmar, China, India, Palestine/Israel, and Southern Mexico, among other places. The second part of the course will examine political Islam by addressing the following questions: What is political Islam? Why did contemporary political Islam appear, and how was it received globally, from Western countries, namely the U.S., France, Belgium, and the Netherlands, for instance, to Asian countries like Turkey, India, and Pakistan, to Arab countries like Algeria, Egypt, Syria, and Iraq? How does the rise of political Islam challenge the global order of the Pax Americana, and what does it express from a geopolitical and sociopolitical point of view, both in the domestic and international scenes? By answering these questions, we will not only obtain a better understanding of global Islamophobia but will also gain a critical insight into how Islamophobia is integrated (or not) within societies and geopolitical order, whether it is the West, Asia (including non Arab countries), or Africa like in Algeria or Nigeria. Moreover, we will comprehend more fully the global crisis of the state and the global structure of power that shaped the reception (and rejection) of political Islam. Overall, by using a global framework of analysis and an interdisciplinary approach that draws on a variety of resources

from political economy, anthropology, sociology, critical race theory, and comparative ethnic studies, we will examine the articulation of the racialization of Muslims and political Islam and how they reinforce each other, thus feeding global Islamophobia.

**Requirements/Evaluation:** Class participation and two papers, in these proportions: 20% attendance and participation, 40% first paper (7 pages); 40% second paper (7 pages). No final exam

**Prerequisites:** none but a short letter of motivation is required

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and concentrations

**Expected Class Size:** 25

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

**Distributions:** (D2) (DPE) (QFR)

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

ARAB 108(D1) GBST 106(D2) REL 113(D2) AMST 109(D2)

**Difference, Power, and Equity Notes:** This course is first and foremost about anti-Muslim racism and its global manifestation. Students in this course will learn how to identify patterns of racialization and racial domination. At the same time, students will analyse modes of global resistance to Islamophobia. Moreover, our discussion will focus on particularly marginalized Muslim communities like Muslim migrants in Europe and the US as well as Indigenous Muslims in China and Mexico, among other places.

**Quantitative/Formal Reasoning Notes:** For the formal reasoning, we will develop conceptual tools to interrogate what Islamophobia is in addition to questioning concepts like religion, the state and race. As for the quantitative, the course will examine different demographics of Muslim population. We will pay attention to statistics about migration, political polls, etc.

**Attributes:** GBST Borders, Exiles + Diaspora Studies GBST De-Colonization GBST Human Rights GBST Global Indigenous Studies GBST Middle Eastern Studies GBST War, Security + Violence

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Souhail Chichah

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

**Cross-listings:** ENGL 113 / WGSS 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), 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) ENGL 113(D1) WGSS 113(D2)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: two to 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 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

### **AMST 125 (F)(S) 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 overview of the interdisciplinary discipline of Asian American Studies, tracing its formation and evolution from the late 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources, we will ask who has been included/excluded from this term, what the bounds are (if any), and how others approach and negotiate this term. As such, we will analyze its shifting constructions and enactments alongside other markers of difference from the nineteenth century to the present. In particular, we will be attentive to how these constructions have been shaped both relationally through other racial formations as well as overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. With this, we will examine how this term has been widely undone and remade via political activism, visual and performance art, plays, media, poetry, etc. The aim of this course is not to identify a single or right definition of the term "Asian American" but to collectively assess and explore the limits, reaches, utility, and expansiveness of it.

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** 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:**

AMST 125(D2) AAS 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 2024

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

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Ethan Fukuto

### **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

**Not offered current academic year**

### **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:**

AMST 142(D2) STS 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

Not offered current academic year

**AMST 146 (S) 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. We will enrich our classroom activities with visits to the Williams College Special Collections and the Williams College Museum of Art. 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

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

**AMST 150 (F) Data for Justice (DPE) (QFR)**

**Cross-listings:** STS 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

**Class Format:** This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

**Requirements/Evaluation:** Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.



**Prerequisites:** None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

**Enrollment Limit:** 18

**Enrollment Preferences:** Students without prior college-level courses in statistics and programming.

**Expected Class Size:** 18

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

**Distributions:** (D2) (DPE) (QFR)

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

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

**Difference, Power, and Equity Notes:** This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

**Quantitative/Formal Reasoning Notes:** This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

**AMST 164 (F) 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 have developed to record, remember, advocate, persuade, resist, and express 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. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. 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 have 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. They also illuminate 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.

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

**Prerequisites:** none

**Enrollment Limit:** 19

**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:** 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:**

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 and interdisciplinary 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

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

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

**Cross-listings:** COMP 166 / ENGL 268 / 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) COMP 166(D1) ENGL 268(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 201 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

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

**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:**

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

Not offered current academic year

### **AMST 206 (S) Designer Genes (DPE)**

**Cross-listings:** ENGL 208 / STS 208 / WGSS 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, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** None; if class is overenrolled, professor will ask for statements of interest.

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

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

### **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 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:**

AMST 208(D2) REL 262(D2) AFR 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) Latinx Visual Arts**

**Cross-listings:** LATS 205 / ARTH 201

#### Secondary Cross-listing

This course introduces students to Latinx visual arts and the histories of the communities from where this artistic production emerges. Latinx art and artists have gained significant attention and inclusion in the art world. For example, the opening of the Cheech Marin Center for Chicano Art and Culture reignited interest in Chicana/o art and revamped pressure on peer institutions to diversify their collections, exhibitions, and programming. While this renewed interest is positive, this context runs the risk of framing Latinx art as a new and an emergent category, thus dismissing a longer history of visual arts within Latinx communities across the U.S. This course offers an historically grounded introduction to Latinx visual art by placing the artistic production for the groups included under the label "Latinx" in their social, political and historical contexts. The course provides students with the visual arts vocabulary and theoretical skills to analyze visual art forms including sculptures, murals, posters, performances, and altars, while exploring their relevance to Latinx communities and American art. In debunking the notion of Latinx art as a new phenomenon, students will understand the conditions, struggles, and modes of resistance that inspire Latinx visual arts production in the U.S. since the 19th century and into our contemporary moment. Students will deepen their visual art literacy, enrich their understanding of the histories encapsulated by the term "Latinx," and develop their appreciation for the visual arts.

**Requirements/Evaluation:** Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Latina/o Studies concentrators and Art majors

**Expected Class Size:** 25

**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 209(D2) LATS 205(D2) ARTH 201(D1)

**Attributes:** LATS Core Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Kevin W. Cruz Amaya

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

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

ENVI 211(D2) SOC 211(D2) AMST 211(D2) AFR 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 213 (F) Asian/American Identities in Motion (DPE)**

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

**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, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page 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:**

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

**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 nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

**Attributes:** AAS Core Electives AAS Gateway Courses

Fall 2024

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

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

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 five-page position papers, and three mandatory in-class debates

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST majors or prospective majors, then sophomores

**Expected Class Size:** 15

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

**Distributions:** (D2) (DPE) (WS)

**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

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am William Samuel Stahl

### **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) AFR 220(D2) AMST 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 (S) Hip Hop Culture (DPE)**

**Cross-listings:** MUS 217 / AFR 222 / 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, quiz, project with presentation.

**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)

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

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

**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

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

### **AMST 224 (S) U.S. Latinx Religions**

**Cross-listings:** LATS 224 / REL 224

#### **Secondary Cross-listing**

In this course, we will engage aspects of Latina/o/x/e religious beliefs, experiences, practices, and expressions in the United States of America. Given the diversity of Latinx communities and religious lives in the U.S.A., we consider select contexts that help us understand the challenges of studying and defining the "religious" and its hybridity in Latinx contexts. We will survey certain selected religious traditions and practices in Latinidad -- such as popular devotions to La Virgen de Guadalupe, healing traditions and *curanderismo*, home altar traditions, Latinx Pentecostalism, crypto-Judaism, Latinx Muslims, and African-rooted spiritualities such as Santería. In addition, we will study Latinx approaches to traditional US religious expressions of Roman Catholicism and Protestantism. By focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, film, we will seek to garner a greater understanding of how Latinx communities express and practice their religious traditions and spiritualities.

**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:** 15-20

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

**Distributions:** (D2)

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

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

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



Spring 2025

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

Not offered current academic year

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

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

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender 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, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

**Requirements/Evaluation:** participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page 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:**

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 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 2025

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:**

SOC 230(D2) AMST 233(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 237 (F) Islam in the United States: Race, Religion, Politics (DPE)**

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

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

Not offered current academic year

**AMST 240 (S) Latinx Language Politics: Hybrid Voices**

**Cross-listings:** LATS 240 / COMP 210

Secondary Cross-listing

In this interdisciplinary course we focus on questions of language and identity in the contemporary cultural production and lived experience of various Latinx communities. We consider the following questions and more: In what ways does Spanish shift as it crosses over to the US from Latin America and the Caribbean? How does Latinx identity challenge traditional notions of the relationship between language, culture, and nation? How does careful

attention to language elucidate the dynamics of gender and sexuality in the Latinx community? How are cultural values and material conditions expressed through Latinx linguistic practices? In what ways might Latinx 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 Latinx linguistic attitudes and creative responses to linguistic colonialism. 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 Latinx language politics, as well as the broader themes of power, difference, and hybridity.

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, then American Studies majors and 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:**

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

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

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

### **AMST 242 (S) Americans Abroad (DPE)**

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

#### **Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to 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 and artists we will study 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, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

**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) COMP 242(D1) ENGL 250(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

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox Maura

### **AMST 244 (F) What They Saw in America**

**Cross-listings:** SOC 244 / HIST 366

#### **Secondary Cross-listing**

This course traces the travels and writings of important observers of the United States, including Alexis de Tocqueville, Max Weber, G.K. Chesterton, Sayyid Qutb, and Wang Huning. 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:**

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

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

Fall 2024

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

### **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, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

**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:** Grading based on participation, short writing exercises, four assignments, and a final project. 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:** 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:**

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 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

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

**Cross-listings:** GBST 249 / AFR 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[scopes]: 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[scopes]: 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:**

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

**Attributes:** AFR Culture, Performance, and Popular Technologies

Not offered current academic year

**AMST 252 (F) Im/mobilities (DPE) (WS)**

**Cross-listings:** AAS 252 / 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 revealed, 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. 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, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

**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:**

AMST 252(D2) AAS 252(D2) SOC 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 written assessment

**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.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

**AMST 253 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)**

**Cross-listings:** LATS 254 / AAS 253

**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:**

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

Not offered current academic year

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

**Cross-listings:** LEAD 254 / HIST 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:**

AMST 254(D2) LEAD 254(D2) HIST 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

Not offered current academic year

### **AMST 255 (S) Patterns 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, formerly titled "Black Migrations: Histories of African Diaspora in the US," 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) AFR 252(D2) AMST 255(D2)

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

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

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

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

#### 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:** 25

**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:**

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(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 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

### **AMST 258 (F) Transatlantic Political Theory (DPE) (WS)**

Political theory tends to look towards Europe for inspiration. This course suggests an alternative. It traces how theory crisscrosses the Atlantic Ocean to and from Europe, Africa, and the Americas. We will begin with Alexis de Tocqueville's 1840 classic, *Democracy in America*, which is a snapshot of antebellum America from the perspective of a French aristocrat. Then we will flip things around and view Europe from America. During the Cold War, American political theorists, including European émigrés, were preoccupied by the threat of totalitarianism. We will read the definitive text on this subject, Hannah Arendt's *The Origins of Totalitarianism*, paying special attention to the link she makes between totalitarianism and imperialism. In the final section of this course, we will read Richard Wright's reports on Europe and Africa during the decolonization era, and conclude with a reading of Cedric Robinson's classic, *Black Marxism*. Together, these texts emphasize the importance of an African perspective on modern politics. Assignments in this reading- and writing-intensive course consist of reading quizzes, term papers, and in-class debates.

**Requirements/Evaluation:** Students should expect to read 50-60 pages per class on average. Graded assignments will include daily reading quizzes, three five-page term papers, three in-class debates, and one three-page book report.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Enrollment preference will go first to AMST majors, then sophomores.

**Expected Class Size:** 15

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

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Assignments include daily writing activities (short-answer reading quizzes), a 2-3-page book report, and three term papers. In preparation for writing each term paper, students will participate in an in-class debate about the prompt. These debates are an opportunity for students to test and refine their arguments before writing their papers.

**Difference, Power, and Equity Notes:** This class interrogates the implicit Eurocentrism of political theory by (1) arguing that the development of modern Europe cannot be understood without considering the role of imperialism and (2) showing that modern political and social theory needs to be informed by an African perspective as well.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm William Samuel Stahl

### **AMST 261 (S) Global Gulags (DPE) (WS)**

**Cross-listings:** COMP 261

**Primary Cross-listing**

Why does the land of the free put so many people in prison? The United States of America has more prisoners than any other country in the world and one of the highest rates of incarceration. During the Cold War, prison writings such as Aleksandr Solzhenitsyn's *The Gulag Archipelago* were held up as the truest literature to escape the USSR. But could the same be true of the USA? Martin Luther King, Jr. is remembered as a prophet and

peacemaker who spoke to America's soul. But in his own lifetime, he was famous for being a political prisoner locked in a Birmingham jail. What does it say about America when advocates of freedom and democracy end up behind bars? To be sure, there are people in prison who have committed crimes we would all consider heinous. But the plurality are non-violent offenders serving time on drug-related charges. This crackdown has continued regardless of rates of drug use and disproportionately targets poor people of color. In this class, we will explore the origins of the carceral state, starting with Discipline and Punish by Michel Foucault. Then, we will compare the prison-building projects of the USA and USSR in terms of political economy and comparative literature. This approach combines a historical overview with eyewitness testimony from prisoners, including Solzhenitsyn and George Jackson.

**Requirements/Evaluation:** Assignments include a daily free writing activity (graded on participation), two curated media "playlists," one 2-3-page book report, and three five-page term papers.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Enrollment preference goes to AMST or COMP majors, then sophomores

**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:**

AMST 261(D2) COMP 261(D1)

**Writing Skills Notes:** Class assignments include a daily free writing activity, a 3-page book report, three term papers, and two curated and annotated media "playlists." Students will be encouraged to develop an ongoing, reflective writing practice in response to the readings.

**Difference, Power, and Equity Notes:** This class offers a comparative analysis of the US prison system, which disproportionately incarcerates poor people of color. We will trace the roots of this policy outcome from the failure of Reconstruction and the rise of Jim Crow to the War on Drugs and the current regime of mass incarceration.

**Attributes:** AMST Arts in Context Electives AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am William Samuel Stahl

### **AMST 262 (F) Race-Making and the Politics of Performance (DPE)**

What is the relationship between contemporary understandings of race, American national identity, and performance? From the Sons of Liberty "playing Indian" during the Boston Tea Party to spectacles of racialized violence into the freakshow exhibition of "primitive, exotic Others" and the emergence of modern theater and film in the 19th and 20th century, performance has played a central role in shaping and disseminating ideas of race and racism in the American popular imaginary. This course will examine how the overlapping histories of settler colonialism, slavery, immigrant exclusion, and imperialism have been variously framed, justified, and contested through performance (in both an artistic and everyday sense). A central contention of this class is that race is constantly "made" (and remade) through performance, which we will explore through a historical survey of theater, film, popular culture, anthropological documents, and law. We will take a comparative ethnic studies approach that tracks the interconnections between Black, Indigenous, Asian, and Latina/o racial formations across public spectacle and theatrical/cinematic representation. We will also tend to the ways in which minoritized folks have used performance as a powerful tool to rethink identity, subjectivity, and community.

**Requirements/Evaluation:** In-class participation, weekly discussion questions, short reflection papers, final paper or creative project based on original research

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to American Studies majors and students interested in majoring in American Studies.

**Expected Class Size:** 20

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

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines histories of racialization and racial formation through visual representation, performance, public spectacle, and media. It offers a historical perspective on how ideas of race, difference, and "Otherness" are ascribed and reproduced across time, with a particular focus on questions of embodiment and visibility. Students will engage performance as a capacious

framework through which to examine and contest dominant representations of race, gender, and sexuality.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Ethan Fukuto

**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

**Not offered current academic year**

**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

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Tyran K. Steward

**AMST 268 (F) Young, Gifted & Black : Meditations on the Revolutionary Black American Theatre Canon (DPE) (WS)**

**Cross-listings:** AFR 262 / WGSS 268 / THEA 268

**Secondary Cross-listing**

For millennia, Black theater traditions have functioned as tools of ritual: in the names of witnessing, protection, and alchemical change. In this course, we will study contemporary American theater artists focused on Black social realism as a means of radical transformation. Using the framework of art historian Yaa Addae, this course engages "study as a tool of relation. Not domination or inspection." Through reading, viewing and writing, ours is a query of transformation. The guiding questions for this course are: If we know "story" has the power to change the world - what can the Black theatrical archive teach us about shaping reality with truth-telling and fable making? What systems of oppression fall when we tell the right tales? In the Fall course, students will be asked to view and read plays, engage with essays and create their own theatrical expressions inspired by the works of Lorraine Hansberry, Dr. Omi Osun Joni L. Jones, Aleshea Harris, James Baldwin, Imani Perry, Woodie King, Jr., Christina Sharpe, Paul Carter Harrison, a.k. Payne, Anna Deveare Smith, August Wilson, Ossie Davis, Zora Neale Hurston and more. This Fall course, focused on dismantling and disrupting the status quo, creates a foundation upon which students will build in the Spring. The Spring course will focus on imagining and building worlds anew. Ideally, students can take both the Fall and Spring courses but it is not required to take both. Understanding sound revolutionary artmaking requires a clear foundation, our key goals will include a personal values statement from which subsequent work will be rooted. Students will also write a short play that activates the elements of our study.

**Requirements/Evaluation:** Vibrant class participation, weekly readings, a robust personal values statement (2-3 pages), weekly short response papers (1-2 pages), a final short play (5-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies majors or students who have taken AFR 200.

**Expected Class Size:** 12

**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:**

AFR 262(D2) WGSS 268(D2) AMST 268(D2) THEA 268(D1)

**Writing Skills Notes:** Each student will write a two - three page personal values statement, seven 1 - 2 page critical response papers, and a five to ten page short play. I will provide written feedback on all writing regarding argument, shape and style. Each student will write a two page critical response to a classmate's play. As the final assignment, each student will revise their short play.

**Difference, Power, and Equity Notes:** This course studies the power of African American storytelling traditions and uplifts theater as a tool to shift social dynamics. Students will understand the history of the revolutionary Black theater canon and will build skills in both interpreting and creating plays connected to that lineage.

**Attributes:** AFR Culture, Performance, and Popular Technologies

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Kristen Adele Calhoun

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

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

**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:**

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

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

Not offered current academic year

### **AMST 284 (F)(S) Asian American History (DPE)**

**Cross-listings:** AAS 284 / HIST 284

Secondary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

**Requirements/Evaluation:** Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference given to History majors and Asian American Studies concentrators.

**Expected Class Size:** 25-30

**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 284(D2) AAS 284(D2) HIST 284(D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

**Attributes:** AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 Cancelled

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

**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

**Not offered current academic year**

**AMST 301 (F)(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:** Three short papers, quiz, in-class writing/reflective work, and final research paper.

**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)

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

Spring 2025

SEM Section: 01 Cancelled

**AMST 304 (F) Queer in Asian America (DPE) (WS)**

**Cross-listings:** AAS 304 / WGSS 306

**Primary Cross-listing**

Asian America has always been queer. This is both to say that, since the first waves of Asian immigrants to the Americas, there have always been queer individuals counted among them, *and* that the Asian American subject has historically figured as "queer" and "different" within the Western cultural, social, and economic landscape. How does queerness resonate, redound, or otherwise modulate the idea and experience of Asian Americanness? What are the textures and contours of this queerness? Does it have an aesthetic and literary dimension? This course surveys a range of scholarship and literature by queer and feminist Asian Americans that explore the interpenetrations of race, gender, and sexuality in the construction of Asian America and Asian American identity. Particular focus is paid to how Asian American artists and writers actualize queer subjectivity, relation, and intimacy across experiments in narrative, form, and media. The class will move between foundational scholarship at the intersections of Asian American studies, queer studies, and gender and sexuality studies alongside key works of art and literature. Potential artists and writers include Ocean Vuong, Justin Chin, Larissa Lai, Monique Truong, Alok Vaid-Menon, TT Takemoto, Jes Fan, and Leonard Suryajaya. Students will also have the opportunity to contribute their own selection of art and literature to the class conversation.

**Requirements/Evaluation:** In-class participation, two critical response papers, discussion posts, creative or scholarly written final assignment

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST and WGSS majors, AAS concentrators, or students interested in majoring/concentrating in these areas.

**Expected Class Size:** 19

**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 304(D2) WGSS 306(D2) AMST 304(D2)

**Writing Skills Notes:** Students will write two, 3-4 page critical response papers: one will focus on analyzing, critiquing, and synthesizing scholarly texts to advance an original argument on course topics and another will focus on analyzing a literary or artistic work of the student's choosing. The final consists of a longer paper of scholarly or creative writing that engages course topics. Assignments will emphasize close reading skills and will be receive written feedback from the instructor.

**Difference, Power, and Equity Notes:** This course examines gender and sexuality in Asian American racial formation and identity through the work of queer Asian American art, scholarship, and literature. Students will thus focus on how queerness/queer identity is constructed, embodied, and differently experienced in Asian America in dialogue with histories of immigration, Orientalism, assimilation, and exclusion.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Ethan Fukuto

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

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

**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:**

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

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

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

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:** 18

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

**Expected Class Size:** 18

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

Spring 2025

TUT Section: T1 TBA Joy A. James

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

**Cross-listings:** WGSS 330 / ENGL 302

**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), Perusal 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:**

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

**Cross-listings:** LATS 335 / WGSS 321

Secondary Cross-listing

What is the relationship between racial formations, transnational migrations, and power in the United States? How do geometries of power shape our relationship to place? How do people navigate and resist the exercise of unequal power relations? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, and postcolonial theories to enrich our understanding of human geography. Theories on belonging, identity, and power will serve as a bridge between the state's role in structuring the lives of transnational migrants and the politics of conceiving futures as alternatives to current political geographic imaginations in the U.S. immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences (such as through Javier Zamora's *Solito: A Memoir*) and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and incarceration, among others. Through materials that embrace both social science and humanities approaches, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' political practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of identity and power to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

**Requirements/Evaluation:** Your learning is evaluated through class participation (discussion, responses, & in-class worksheets), three assignments, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** LATS concentrators or those intending to concentrate

**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:**

AMST 312(D2) LATS 335(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 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Edgar Sandoval

### **AMST 313 (F) Gender, Race, and the Power of Personal Aesthetics**

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

Secondary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and

ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, 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, raced, and sexualized aesthetic forms? How might the belief in personal style as an 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 comprehension 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:**

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

Fall 2024

SEM Section: 01 Cancelled

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

**Cross-listings:** THEA 317 / AFR 317 / DANC 317 / COMP 319 / 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) AFR 317(D2) DANC 317(D1) AMST 317(D2) COMP 319(D1) ENGL 317(D1)

**Attributes:** AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

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

**Cross-listings:** LATS 318 / REL 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:**

LATS 318(D2) AMST 318(D2) REL 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

Not offered current academic year

### **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) AMST 320(D2) WGSS 320(D2)

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

Not offered current academic year

### **AMST 322 (S) Race, Culture, Incarceration**

**Cross-listings:** AFR 322 / PSCI 313 / INTR 322

Secondary Cross-listing

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

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**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 322(D2) AFR 322(D2) PSCI 313(D2) INTR 322(D2)

**Attributes:** AFR Interdepartmental Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

Spring 2025

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

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

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

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:**

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

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

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

### **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:** Assignments include a daily free-writing exercise, graded note-taking, three 1-2-page reflective essays, two brief creative writing assignments, and a final creative project.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST majors, then juniors and sophomores

**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:**

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 2024

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

### **AMST 334 (S) 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:** short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

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

**Enrollment Limit:** 15

**Enrollment Preferences:** based on statement of interest, brief interviews if necessary

**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:**

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

Spring 2025

SEM Section: 01 Cancelled

### **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? The course is foundational for any understanding of American literature of the 20th- and



21st centuries.

**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

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm John K. Limon

### **AMST 342 (S) Central American Visual Cultures (DPE)**

**Cross-listings:** LATS 345

**Secondary Cross-listing**

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

**Requirements/Evaluation:** Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Latina/o Studies concentrators and AMST 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:**

LATS 345(D2) AMST 342(D2)

**Difference, Power, and Equity Notes:** The course critically reflects on how others have visualized Central Americans and how Central American communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

**Attributes:** LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

### **AMST 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**



**Cross-listings:** WGSS 343 / INTR 343 / AFR 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:**

AMST 343(D2) WGSS 343(D2) INTR 343(D2) AFR 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

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 354 (S) Race/War: Critical Readings on Violence (DPE)**

We live in a moment where the media visibility of warfare is surging. On both mainstream media outlets and social media platforms often-pervasive depictions of violence challenge our ability to analyze, historicize, and empathize. This course will step back and explore a longer history of military violence and its connection to key American Studies concepts including race, empire, settler colonialism, and more. We will interrogate a mix of historical, literary, and theoretical texts that offer tools for analyzing the tangled intersections of race and violence, with an emphasis on the history of the United States and its militarized relationship to the rest of the world. Course texts will invite us to investigate how categories like "civilized" and "savage" have intersected with concepts like the "rules of war," international law, and forms of violence that draw the label "race war." Course topics will include Native resistance to US continental expansion, overseas US imperialism in the late-nineteenth and early-twentieth centuries, indiscriminate violence during World War II, the relationship of Cold War foreign policy to the Global War on Terror, and more. Students can expect to engage a range of sources, including archival materials, legal texts, novels, films, video games, and much more.

**Requirements/Evaluation:** Requirements will include participatory discussion, selected responses to assigned readings, essay exams, and papers.

**Prerequisites:** none.

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior/Senior students, and sophomores with previous coursework in American Studies and related disciplines.

**Expected Class Size:** 20

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

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course centers race as a key category in the history of militarized violence, both in the United States and throughout the rest of the world. Students will analyze how difference and power have contributed to the history of violence, and the role these histories have played in inequitable power relations.

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

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Stefan B. Aune

**AMST 358 (F) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 347 / SOC 340 / THEA 341 / LATS 341

**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:**

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(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

**Not offered current academic year**

**AMST 359 (S) The American/Asian/European Triad: Globalization, Crisis, and New World Orders (DPE) (QFR)**

**Cross-listings:** GBST 359 / ARAB 359 / ASIA 359

**Secondary Cross-listing**

This course offers a comprehensive examination of the economic and geopolitical links between Asia, Europe, and the United States, collectively forming what we term the "American/Asian/European Triad". Through a multidisciplinary approach, we will analyze how globalization and its crises along with the evolving power dynamics within this triad are shaping contemporary global affairs and the emergence of new world orders. The course begins with an exploration of the foundational economic and geopolitical connections between Asia, Europe, and the U.S. We will examine historical contexts and key events that underpin these connections, thereby setting the stage for a deeper analysis of this Triad. A significant portion of the course will focus on the impact of the global financial crisis in the late 2000s on these regions. We will analyze how this crisis reshaped economic interdependencies and power dynamics within the triad and globally, considering both immediate effects and long-term implications. Geopolitically, we

will delve into unfolding competitions, strategic tensions, and evolving alliances among the triad nations. Case studies and current events will illustrate the complex dynamics influencing global governance and the balance of power. Specific topics include the economic rivalry between Europe, the U.S., and China for the control of African resources, providing insights into how these interactions shape regional and international relations. We will also explore the impact of these global interactions on democratic institutions in the U.S. and Europe, with a particular focus on countries like France, the UK, Italy, and Germany to illustrate the challenge for the EU to integrate very different economies. This analysis will highlight challenges and opportunities for democratic governance amidst global economic and political pressures. In the context of Asia, we will focus on the interplay between China and the U.S., examining its implications for Chinese domestic policies and regional dynamics in East Asia. Special attention will be given to regions such as Taiwan and Hong Kong, where geopolitical tensions have significant implications for global stability. Finally, the course will reflect on how China's economic ascendancy is reengineering the global oil economy and reshaping geopolitical dynamics in the Middle East. This discussion will underscore broader implications for reconfiguring post-colonial dependencies. Through this course, students will gain a nuanced understanding of the complex interplay between economic interdependence and geopolitical competition within the American/Asian/European Triad. By examining real-world case studies and current events, they will develop the analytical skills and insights necessary to navigate and contribute to discussions on global democracy and the future of world orders.

**Requirements/Evaluation:** Class participation 10%, two twenty-minutes in class presentations 30%, and two papers: first paper (7 pages); 30% and second paper (7 pages) 30%. No final exam

**Prerequisites:** None but a short letter of motivation is required

**Enrollment Limit:** 15

**Enrollment Preferences:** first-years and concentrations

**Expected Class Size:** 25

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

**Distributions:** (D2) (DPE) (QFR)

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

GBST 359(D2) ARAB 359(D1) AMST 359(D2) ASIA 359(D2)

**Difference, Power, and Equity Notes:** This course addresses global inequalities that are driven by the American/Asian/European triad. We will also discuss the different socio-economic aspects of these inequalities, shifting power dynamics, and the impact of global domination on local democracies.

**Quantitative/Formal Reasoning Notes:** In addition to examining complex graphs, we will analyze global statistics and socio-economic indexes.

**Attributes:** GBST Central Asian Studies GBST East Asian Studies GBST Economic Development Studies GBST European Studies GBST Human Rights

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

**AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)**

**Cross-listings:** HIST 361 / CAOS 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 and 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" histories through transnational and transoceanic lenses. 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 invites class members to revisit the nature and meanings of these connected spaces. 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 rematriation, 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 assignment, final essay/project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

**Expected Class Size:** 25

**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 360(D2) HIST 361(D2) CAOS 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 approaching and interpreting them.

**Attributes:** GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

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

**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:**

WGSS 361(D2) LATS 344(D2) AMST 361(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

Not offered current academic year

**AMST 362 (S) "Rebel Ecologies': Black and Indigenous Struggles for Land and Life"**

**Cross-listings:** WGSS 362 / AFR 300 / ENVI 300

**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:**

WGSS 362(D2) AFR 300(D2) ENVI 300(D2) AMST 362(D2)

Not offered current academic year

**AMST 363 (S) Data for Justice Research Practicum (DPE) (QFR)**

**Cross-listings:** WGSS 363 / STS 363 / INTR 350

**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 inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research. Students must contact the instructor prior to preregistration to fill out an interest form.

**Class Format:** This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

**Prerequisites:** INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor. Prior exposure to statistics (AP statistics, STAT 161, 201, 202, or similar) is helpful but not required.

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

**Expected Class Size:** 8

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

**Materials/Lab Fee:** Students may benefit from a subscription to an advanced Large Language Model such as Gemini Advanced or ChatGPT Plus, which cost around \$20 per month.

**Distributions:** (D2) (DPE) (QFR)

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

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

**Difference, Power, and Equity Notes:** Students will research issues of social justice 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 will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

**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 2024

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) AMST 365(D2) GBST 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 Music in Asian American History (DPE) (WS)**

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:**



**Distributions:** (D1) (DPE) (WS)

**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.

**Attributes:** AAS Core Electives MUS Music History: 1900-Present

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 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 ongoing brief/informal forum posts, midterm essay, and a longer final research project (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 helpful, but is not required.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**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:**

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.

**Attributes:** PHLH Bioethics + Interpretations of Health

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 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, Cray, 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

Not offered current academic year

**AMST 372 (S) Technologies of Race (DPE) (WS)**

**Cross-listings:** STS 373 / AFR 374

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, quiz, in-class writing/reflective work, presentation.

**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:**

AMST 372(D2) STS 373(D2) AFR 374(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

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm 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 coloniality 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:**

AMST 373(D2) AAS 373(D2)

**Difference, Power, and Equity Notes:** This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and abilist 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

**Not offered current academic year**

### **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 theoría. 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) AMST 374(D2) AFR 376(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

Not offered current academic year

### **AMST 375 (S) Asian American Sexualities (DPE)**

**Cross-listings:** WGSS 375 / AAS 375

#### **Primary Cross-listing**

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans\* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

**Requirements/Evaluation:** in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

**Prerequisites:** AMST 125 or WGSS 101/202

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

**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 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 2025

SEM Section: 01 Cancelled

**AMST 377 (S) Creative Conjure: Writing Ourselves Free in the Black American Theatre (DPE) (WS)**

**Cross-listings:** AFR 351 / THEA 351 / WGSS 353

**Secondary Cross-listing**

For millennia, Black theater traditions have functioned as tools of ritual: in the names of witnessing, healing, way-making and world-building. In this course, we will study contemporary theater artists focused on Black magical realism and futurism, including plays from the instructor's body of work. Using the framework of art historian Yaa Addae, this course engages "study as a tool of relation. Not domination or inspection." Through reading, viewing and writing, ours is a query of transformation. The guiding questions for this course are: If we know "story" has the power to change the world - what can the Black theatrical archive teach us about replacing systems of harm with systems of radical care and community? Knowing we live in the creation of someone's imagination - what happens when theater is used to imagine a world that functions in our favor? Students will be asked to view and read plays, engage with essays and create their own theatrical expressions inspired by the works of the Combahee River Collective, Tarell Alvin McCraney, Octavia Butler, Katori Hall, Kristen Adele Calhoun, Shay Youngblood, Aishah Rahman, Eric Lockley, Dr. Saidiya Hartman, Dr. Barbara Ann Teer, and more. Creative Conjure builds upon the course, Young, Gifted and Black, offered in the Fall. Where the Fall course focuses on dismantling and disrupting the status quo, the Spring course focuses on imagining and building worlds anew. Ideally, students can take both the Fall and Spring courses but it is not required to take both. Understanding sound revolutionary artmaking requires a clear foundation, our key goals will include a personal values statement from which subsequent work will be rooted. Students will also write a short play that activates the elements of our study and share excerpts of their work publicly.

**Requirements/Evaluation:** Vibrant class participation, weekly readings, a robust personal values statement (2-3 pages), weekly short response papers (1-2 pages), a final short play (10-20 pages), public presentation of short plays.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies majors or students who have taken AFR 200.

**Expected Class Size:** 12

**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 377(D2) AFR 351(D2) THEA 351(D1) WGSS 353(D2)

**Writing Skills Notes:** Each student will write a two - three page personal values statement, seven 1 - 2 page critical response papers, and a ten to twenty page short play. I will provide written feedback on all writing regarding argument, shape and style. Each student will write a two page critical response to a classmate's play. As the final assignment, each student will revise their short play.

**Difference, Power, and Equity Notes:** This course studies the power in African American storytelling traditions and uplifts theater as a tool to shift social dynamics. Students will study the current uses of magical realism in the Black theater and will build skills in both interpreting and creating equity-focused, futuristic plays.

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

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Kristen Adele Calhoun

**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: 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 three 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

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

### **AMST 383 (F)(S) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)**

**Cross-listings:** HIST 384 / AAS 384

#### **Secondary Cross-listing**

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

**Requirements/Evaluation:** Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

**Expected Class Size:** 20-25

**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:**

HIST 384(D2) AAS 384(D2) AMST 383(D2)

**Difference, Power, and Equity Notes:** This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

**Attributes:** AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health



Fall 2024

SEM Section: 01 Cancelled

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

**AMST 384 (S) Asia and Asian Americans During the Cold War (DPE)**

**Cross-listings:** HIST 364 / AAS 364

**Secondary Cross-listing**

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

**Requirements/Evaluation:** Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and Asian American studies concentrators

**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:**

HIST 364(D2) AAS 364(D2) AMST 384(D2)

**Difference, Power, and Equity Notes:** This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

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

Spring 2025

SEM Section: 01 Cancelled

**AMST 390 (F)(S) Feminist and Queer Horror Films (DPE)**

**Cross-listings:** WGSS 398 / THEA 390 / ENGL 333 / COMP 390

**Secondary Cross-listing**

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studios and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

**Requirements/Evaluation:** Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.



**Prerequisites:** None. Prior WGSS courses will be helpful.

**Enrollment Limit:** 15

**Enrollment Preferences:** Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

**Expected Class Size:** 15

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

**Materials/Lab Fee:** Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

**Distributions:** (D2) (DPE)

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

WGSS 398(D2) THEA 390(D1) ENGL 333(D1) COMP 390(D1) AMST 390(D2)

**Difference, Power, and Equity Notes:** This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 Cancelled

SEM Section: 02 Cancelled

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

SEM Section: 02 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

### **AMST 397 (F) Independent Study: American Studies**

American Studies independent study

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

**Distributions:** (D2)

Fall 2024

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 2025

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:**

AMST 400(D2) AFR 372(D2) GBST 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 (F) Marxist Feminisms: Race, Performance, Labor** (DPE) (WS)

**Cross-listings:** AAS 402 / 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 specifically 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 participation, presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

**Prerequisites:** AMST 101, AMST/AAS 125, or similar courses

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST and WGSS juniors and seniors, 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 402(D2) WGSS 402(D2) AMST 402(D2)

**Writing Skills Notes:** In addition to weekly posts, students will engage a longer process of writing and sharing a presentation paper with the class, give/receive feedback, and submit a revised paper.

**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 are valued/devalued over others.

**Attributes:** AAS Capstone AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

### **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 & county governments to conduct applied research and to develop solutions. Students will learn experientially and contribute to the community. The field of environmental planning encompasses the *built environment* (eg: housing, zoning, transportation, renewable energy, waste, neighborhood design), the *natural environment* (eg: farmland, ecosystems, habitat, natural resources, air and water pollution and climate change), and the *social environment* (eg: spatial geography, racial zoning, recreation, placemaking, ecojustice, food security, and public health). Skills taught include land use planning, community-based research, basic GIS mapping, developing/conducting surveys, interview technique, project management, public presentations and professional report-writing. The class culminates in presentations to the client organizations. 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 or instructor permission; 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. 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:**

AMST 406(D2) ENVI 402(D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Senior Seminar EXPE Experiential Education Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

### **AMST 407 (F) 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. Since this course counts as a Senior Seminar (core course), writing will be organized around a longer, more intense research project that follows from a student's particular interests.

**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

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

### **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

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

Not offered current academic year

**AMST 413 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)**

**Cross-listings:** WGSS 475 / LATS 475

**Secondary Cross-listing**

In this course we defy the notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent and contestatory field of Latina/x feminist disability studies might take shape. Feminist, queer, and crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability not solely as an identity category, but rather more expansively, and ultimately as more reflective of societal power relations. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. Via themes such as the body, the environment, temporality, labor, citizenship, dependency, visibility/invisibility and others, we explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, ethnic, queer and gender studies are in fruitful conversation with one another -- and sometimes even at

odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we cultivate a community of care in institutional spaces, even in the face of the ongoing pressure to produce? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*?

**Requirements/Evaluation:** Major assignments for this course include a semester-long independent research project (15 pages) broken up into steps, participation in crafting the class manifesto (5-10 pages), a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

**Expected Class Size:** 12

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

**Materials/Lab Fee:** Lab fee: \$200 for art supplies per student

**Distributions:** (D2) (DPE) (WS)

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

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

**Writing Skills Notes:** We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. Writing projects are divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

**Difference, Power, and Equity Notes:** This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x, transnational (US-Latin America and the Caribbean) and inter-ethnic contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

**Attributes:** LATS 400-level Seminars

Spring 2025

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

**AMST 414 (S) Race and Performance** (DPE) (WS)

**Cross-listings:** WGSS 414 / AAS 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:**

WGSS 414(D2) AAS 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

Not offered current academic year

**AMST 415 (S) Racial Melancholia, Queer Melancholia (DPE) (WS)**

**Cross-listings:** WGSS 418 / AAS 415

Primary Cross-listing

The psychoanalytic theory of melancholia--the ways in which one refuses to fully let go of that which one has lost--is a foundational concept to the fields of ethnic studies, queer theory, and cultural studies. In the wake of losses due variously to histories of forced migration and slavery, the AIDS epidemic, war, and social exclusion, various scholars and critics have posited melancholia as a structuring condition of contemporary life as subjects differently navigate loss, displacement, and exclusion. Theories of racial and queer melancholia have emerged as supple frameworks through which to consider how queer and racialized subjects hold onto non-normative ways of being, relation, and sociality against the normalizing tides of erasure. We will chart out a connection between how we relate to and apprehend the past as it then pertains to how we relate to and apprehend others. Beginning with a dive into Freudian psychoanalysis, this seminar will explore concepts of loss and melancholia and their uptake into critical theory, critical race theory, and queer theory/queer of color critique. Alongside our scholarly inquiries, we will engage with a range of art, literature, performance, and film that explore topics of memory, trauma, migration, the queer past and the queer future, subjectivity, relationality, and gender and sexuality.

**Requirements/Evaluation:** In-class participation, discussion posts, short analysis papers, and a final paper that engages original research and/or creative work.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, WGSS majors, AAS concentrators or students interested in majoring/concentrating in these areas.

**Expected Class Size:** 15

**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:**

WGSS 418(D2) AMST 415(D2) AAS 415(D2)

**Writing Skills Notes:** Students will produce a number of written assignments that assess their analysis, critique, and interpretation of critical texts and artistic works. This includes regular discussion posts, paper presentations, and a final essay that will receive peer and instructor feedback.

**Difference, Power, and Equity Notes:** This course engages with a major topic of concern--the theory of melancholia--across a number of fields including ethnic studies, women's, gender, and sexuality studies, and critical theory. In particular, attention is paid to the function of loss, dispossession, and displacement as it affects individuals and communities who are differently marginalized by colonialism, racial capitalism, and heteronormativity.

**Attributes:** AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ethan Fukuto

**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

Not offered current academic year

### **AMST 427 (F) Anticolonial Approaches to the Arts of Ancestral Indigenous Americans**

**Cross-listings:** ARTH 428

Secondary Cross-listing

Approaches to the study of the arts of Ancestral Americans have traditionally emanated in both their conceptions and practices from settler colonialism, resulting in often hostile relations between investigators and descendant communities, the exclusion of Indigenous researchers, their sovereignties and knowledge regimes, and substantial distortions to historical understandings of the past. This course takes art histories of the Ancient Americas as its site for intervention as a means of introducing students to the oftentimes challenging labors of anticolonialism and the pursuit of the repair of past harms. Over the semester, students will learn how colonialism and its epistemologies have guided the formation of the field; how they can prioritize Indigenous and Native American ways of knowing and thinking in their understandings and research; how they can ethically conduct research without disturbing Ancestral American remains and the sovereignties of their descendants; and learn to make meaningful contributions to the projects of decolonization and repair.

**Requirements/Evaluation:** Weekly readings (100-200 pages); Participation -- regular attendance, contribution to in-class discussions, and demonstrated knowledge of readings (30%); One 10-12-page final essay, 3-page portions of which will be submitted for instructor feedback at monthly intervals (45%); Contribution to a collectively written class report through: 1) The co-authoring with a classmate of one report subsection of 2-3 pages (15%) and 2) Peer-review of subsections authored by other classmates (10%).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to art history majors.

**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:**

ARTH 428(D1) AMST 427(D2)

Fall 2024

SEM Section: 01 R 1:10 pm - 3:50 pm Trenton D. Barnes

**AMST 428 (S) Relationality and Its Antagonisms (DPE) (WS)**

**Cross-listings:** AFR 396 / WGSS 428

**Primary Cross-listing**

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

**Requirements/Evaluation:** in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

**Prerequisites:** AMST 101 or WGSS 101

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST and WGSS seniors and juniors

**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:**

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

**Writing Skills Notes:** Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

**Difference, Power, and Equity Notes:** The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

**Attributes:** AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AMST 435 Ghosts: Race, Memory, and Haunting in the United States (DPE)**

This course explores interdisciplinary scholarship, literature, and artistic work related to race, memory, and haunting in the United States. Across diverse historical moments and sites of cultural production, ghosts and other absent presences are conjured to mediate the meanings of race, gender, colonialism, enslavement, patriotism, and other keywords in American Studies. From plantations and abandoned prisons, to battlefields and sites held sacred by indigenous communities, the contemporary ghost tourism industry offers a blend of history, national mythology, and popular beliefs about paranormal activity to reshape national memory. During the 19th century, activities such as spirit photography, telepathic experiments, and seances engaged with ghostly phenomena. In the 21st century, digital technologies have the capacity to resurrect dead musicians and other cultural icons as

"holograms" or "digital humans" that can interact with the living. In a series of self-designed, analytical essays, students will explore how haunting has played an important role in the formation of American identities, how various kinds of ghosts come to life through texts, material culture, performance, and technology, and how the past can be reimagined to generate new understandings of the present and the future.

**Requirements/Evaluation:** Four papers, in-class writing/reflective work, and a presentation.

**Prerequisites:** At least sophomore standing, permission of instructor (please email instructor a brief paragraph explaining your interest in the course)

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors or prospective majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course requires students to explore the history and afterlife of racialized, gendered, and otherwise inequitable social arrangements and labor systems in the United States. Students analyze historical narratives that operate through combinations of text, material culture, performance, tourism, and digital technology, and learn about scholarly and creative interventions for reshaping memory, questioning power, and building narratives that offer a fuller picture of the past.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place 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

Not offered current academic year

### **AMST 478 (S) Cold War Landscapes**

**Cross-listings:** ENVI 478 / HIST 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 American suburbs, 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 briefly examining other areas around the world. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame and complete 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:** 12

**Enrollment Preferences:** History, ENVI, and AMST majors if over-enrolled

**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:**

AMST 478(D2) ENVI 478(D2) HIST 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

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

### **AMST 490 (S) The Suburbs (WS)**

**Cross-listings:** ENVI 491 / HIST 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 meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

**Requirements/Evaluation:** This class follows a 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 course work related to the topic.

**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:**

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive 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

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

### **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 2024

HON Section: 01 TBA Stefan B. Aune

### **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 2025

HON Section: 01 TBA Cassandra J. Cleghorn

**Winter Study** -----

**AMST 11 (W) Remnants: The Social Life of Sewing**

Weaver Ann Hamilton calls fabric our "second skin." As a baby, you may have been wrapped in a blanket that was stitched by a loved one. More likely, that piece was mass-produced in a distant place, by strangers who labor in conditions you may never know. What does it mean to surround ourselves with objects about which we have no knowledge and to which we have no organic connection? In this course, we will become makers as well as students of the crafts we are practicing: quilting, knitting, crocheting, embroidery, cross-stitch, and sewing. We may discuss slow fashion and farm-to-closet sustainability, reuse and upcycling, #blackmakersmatter and the intersection of social justice and ecological integrity. We may trade images by artist-activists, such as quilter Bisa Butler and textile artist Victoria Villasana. We may video conference with makers such as quilter Zak Foster, knitters Denise Bayron and Brandi Cheyenne Harper, recycled-denim artist Eliu Hernandez, and embroiderer Han Cao. Above all, we will sew together, stitch by stitch. Note: All levels welcome, including beginners. Professor will offer instruction and guidance on all techniques. This class will be a safe space for students of all gender identities and expressions. Reading may include: *This Long Thread: Women of Color on Craft, Community and Connection*; *Fibershed: Growing a Movement of Farmers, Fashion Activists and Makers*; *Worn: A People's History of Clothing*; *Threads of Life: A History of the World Through the Eye of A Needle*; *All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake*; *Vanishing Fleece*; and *Knitting for Radical Self Care*.

**Class Format:** Although we will only meet twice per week as a class, students will be encouraged to incorporate making into their daily practice. When possible, we will meet informally in optional, "pop-up sessions" to sew together in unexpected places.

**Requirements/Evaluation:** Final project or presentation. All members will take part in an end-of-term exhibit and slow-fashion show open to the community.

**Prerequisites:** No experience or equipment needed.

**Enrollment Limit:** 12

**Enrollment Preferences:** Students will be selected based upon a one-paragraph expression of interest and statement of intention. Preference will be given to students who have little to no experience with needlecraft or making-by-hand. Craft instruction will be provided.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** This course is committed to sustainability. We will make use of the Fab Lab for supplies, and will explore the art of scavenging.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2025

STU Section: 01 TR 1:00 pm - 4:00 pm Cassandra J. Cleghorn

**AMST 19 (W) Unfixing Masks, Upending Masquerades: Writing into the Waters of Melville's Benito Cereno**

Guided by close readings and discussions of Herman Melville's *Benito Cereno*, and engagement with generative writing prompts, students will identify themes in the work which they feel most compelled to explore through creative writing-braiding or fraying the threads of the text's concerns with their own. Among the possible topics for further exploration are notions of self, myth, mask, masquerade, rebellion, revolution, memory, and collectivity.

**Requirements/Evaluation:** Creative project(s)

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Lê thi diem thúy is a multidisciplinary artist whose work in prose, poetry, and solo performance explores the role of the body as the site of memory. She is the author of the novel [The Gangster We Are All Looking For].

**Materials/Lab Fee:** \$15

**Attributes:** SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2025

SEM Section: 01 Cancelled

**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 2025

HON Section: 01 TBA Cassandra J. Cleghorn

**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 2025

IND Section: 01 TBA Cassandra J. Cleghorn