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

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

Class of 2019, 2020, 2021

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

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

Class of 2022

The Class of 2022 must satisfy the DPE requirement.

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

Cross-listings:  ENGL 126  AFR 126  AMST 126

Secondary Cross-listing

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

Class Format: seminar

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

Prerequisites:  none

Enrollment Limit:  19

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

Expected Class Size:  19

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:

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

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on
Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01  TR 8:30 am - 9:45 am  Kimberly S. Love

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

Cross-listings: AFR 207  ARTH 207

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

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:

AFR 207  (D2)  ARTH 207  (D1)

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

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

Attributes:  FMST Core Courses

Fall 2019

TUT Section: T1  TBA  Michelle M. Apotsos

AFR 218  (S)  Gender and Sexuality in the Neo-slave Narrative  (DPE)  (WS)
Cross-listings: WGSS 218 AMST 218 ENGL 218 AFR 218

Secondary Cross-listing

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

Class Format: seminar

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

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: sophomores

Expected Class Size: 19

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:

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

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

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

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

Spring 2020

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

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

Cross-listings: MUS 222 AFR 223

Secondary Cross-listing

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

Class Format: seminar; this class places a strong emphasis on discussion

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

Prerequisites: some familiarity with music terminology encouraged
Enrollment Limit: 15

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

Expected Class Size: 10

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:
MUS 222 (D1) AFR 223 (D2)

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

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

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

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

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

Cross-listings: AFR 226 RLFR 226

Secondary Cross-listing

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

Class Format: seminar

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

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

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

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:
AFR 226 (D2) RLFR 226 (D1)

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just
AFR 231 (F) The African Anthropocene (DPE)

Cross-listings: STS 231 AFR 231 ENVI 231

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

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

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

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

Fall 2019

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

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

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

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

Class Format: Seminar

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

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: first-years and sophomores

Expected Class Size: 19

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

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

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

Attributes: ENGL 200-level Gateway Courses

Spring 2020
SEM Section: 01    TR 9:55 am - 11:10 am     Kimberly S. Love

AFR 339 (S) Black Counterpublic Sphere in Early America  (DPE)

Cross-listings: ENGL 339 AFR 339

Secondary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Class Format: seminar

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with 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

Enrollment Limit: 25

Enrollment Preferences: none

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:

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020
SEM Section: 01    TF 1:10 pm - 2:25 pm     Kimberly S. Love

AFR 346 (S) Modern Brazil  (DPE)

Cross-listings: AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity-for if the label suggests Brazil's potential, it also underlines the country's
failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

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:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01    MW 7:00 pm - 8:15 pm    Roger A. Kittleson

AFR 357  (S)  Racial and Religious Mixture  (DPE)

Cross-listings: AMST 327  AFR 357  LATS 327  REL 314

Secondary Cross-listing

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

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and
difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01   MR 2:35 pm - 3:50 pm   Jacqueline Hidalgo

AFR 369 (S) African Art and the Western Museum  (DPE) (WS)
Cross-listings: AFR 369  ARTH 308

Secondary Cross-listing

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

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

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:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1   TBA   Michelle M. Apotsos

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

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Requirements/Evaluation: total of 20 pages of writing; several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule
Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course satisfies the writing skills requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced. Total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Attributes: EXPE Experiential Education Courses

Fall 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Dorothy J. Wang

Spring 2020
SEM Section: 01    MR 1:10 pm - 2:25 pm     Eli Nelson

AMST 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

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:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent
AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 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: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

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:

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

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (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
Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

**Class Format:** Discussion

**Requirements/Evaluation:** two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** LATS concentrators by seniority; AMST majors by seniority

**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:**

LATS 114 (D2) AMST 114 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and everyday media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

**Attributes:** LATS Core Electives  LATS Countries of Origin + Transnationalism Elect

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Spring 2020

**SEM Section:** 01    TR 9:55 am - 11:10 am    Maria Elena Cepeda

**AMST 126** (F) **Black Literature Matters** (DPE) (WS)

**Cross-listings:** ENGL 126  AFR 126  AMST 126

**Secondary Cross-listing**

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

**Class Format:** seminar

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**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:**

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

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

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

Fall 2019

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

**Cross-listings:** AMST 142 STS 142

**Primary Cross-listing**

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

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

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** American Studies majors and 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:** This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

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

Fall 2019

**AMST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America** (DPE) (WS)

**Cross-listings:** AMST 163 HIST 163

**Secondary Cross-listing**

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of...
identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** seminar discussion

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

**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; juniors and seniors only with the permission of the instructor

**Expected Class Size:** 19

**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 163 (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 delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

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

**Spring 2020**

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 15
Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Eli Nelson

AMST 213 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

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:

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

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

AMST 214 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

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

Class Format: community-based fieldwork

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

Prerequisites: none

Enrollment Limit: 15

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:
DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

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

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

Secondary Cross-listing

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

Class Format: seminar

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

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: sophomores

Expected Class Size: 19

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

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

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

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

Spring 2020
SEM Section: 01    TR 11:20 am - 12:35 pm    Ianna Hawkins Owen

**AMST 223** (F) Eating Empire: Asian/Pacific Islander/American Foodways and Culture  (DPE)

"War is probably the single most powerful instrument of dietary change in human experience." –Sidney Mintz. Cans of spam, bars of chocolate, and bubbling pots of military stew. A motley mix of sucrose, sodium, monosodium glutamate, and spices; often overprocessed, constantly repackaged, sometimes illicitly exchanged, and daily consumed. In this course, we will take an interdisciplinary approach to exploring the historical processes, social practices, and cultural politics of food in the age of U.S. empire, mapping out reverse pathways from our palates, plates, counters, and kitchens towards the lands and seas that connect the Americas, the Pacific Islands, and Asia in the 20th and 21st centuries. We will examine food through a range of contexts and case studies, including but not limited to scholarship, (auto)ethnography, literature, film, television, advertising, social media, and blogs. We will ask: how is food entangled within histories and patterns of war, imperialism, settler colonialism, capitalism, diaspora, and migration? What does food tell us about our attachments, investments, and (dis)taste for narratives around democracy and multiculturalism, authenticity and appropriation, gentrification and privilege, "tradition" and change? Finally, how can food help us reimagine the social and political dimensions of the places we live in and nourish pathways to decolonial futures and possibilities? This will be primarily a discussion-based seminar although a minimal amount of cooking may also be required.

Requirements/Evaluation: participation (attendance, discussion, posts), reading responses, short video, fieldwork, final analytical paper/project

Prerequisites: AMST 101

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019
SEM Section: 01    MR 1:10 pm - 2:25 pm    Anthony Y. Kim

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

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

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

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 2020
SEM Section: 01    W 1:10 pm - 3:50 pm    Munjulika Tarah

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

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

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

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm    April Merleaux

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

Cross-listings: AMST 249 GBST 246 THEA 246

Secondary Cross-listing

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

Class Format: Seminar

Requirements/Evaluation: 2 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

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:

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

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

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

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

Cross-listings: HIST 254 AMST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories 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 particular Indigenous homelands in which Williams College is located.

Class Format: lecture/discussion

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 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:
HIST 254 (D2) AMST 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

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**AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)**

**Cross-listings:** AFR 275 AMST 276 ENGL 275

**Secondary Cross-listing**

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

**Class Format:** Seminar

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

**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:** first-years and sophomores

**Expected Class Size:** 19

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

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

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**AMST 327 (S) Racial and Religious Mixture (DPE)**

**Cross-listings:** AMST 327 AFR 357 LATS 327 REL 314

**Secondary Cross-listing**

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

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

AMST 340  (S)  Elizabeth Bishop in the Americas  (DPE)

Cross-listings: WGSS 340  COMP 342  ENGL 340  AMST 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)
**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

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

**AMST 344 (F) Pacific-New England Material Histories (DPE)**

**Cross-listings:** AMST 344 ARTH 344

**Secondary Cross-listing**

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai‘i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai‘i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what “Pacific-New England” means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we’ve learned through our collective inquiry—whether in different forms of writing or by workshops more creative approaches.

**Requirements/Evaluation:** participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** none

**Expected Class Size:** 8

**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 344 (D2) ARTH 344 (D1)

**Difference, Power, and Equity Notes:** This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai‘i.

Fall 2019

SEM Section: 01 Cancelled

**AMST 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)**

**Cross-listings:** STS 353 AMST 353

**Primary Cross-listing**

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with
international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

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

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Eli Nelson

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

Cross-listings: AMST 360 HIST 361

Secondary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: lecture will alternate with seminar-type discussion of readings

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

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

AMST 360 (D2) HIST 361 (D2)

**Difference, Power, and Equity Notes:** This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

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**Fall 2019**
LEC Section: 01    MR 1:10 pm - 2:25 pm     Christine DeLucia

AMST 381 (S) The Legal History of Asian America (DPE)

**Cross-listings:** AMST 381  HIST 381

**Secondary Cross-listing**

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

**Class Format:** lecture

**Requirements/Evaluation:** two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 20

**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 381 (D2) HIST 381 (D2)

**Difference, Power, and Equity Notes:** This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

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

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**Spring 2020**
LEC Section: 01    MR 1:10 pm - 2:25 pm     Scott Wong

AMST 384 (F) Selected Topics in Asian American Studies (DPE)

**Cross-listings:** AMST 384  HIST 384  ASST 384

**Secondary Cross-listing**

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

**Class Format:** lecture

**Requirements/Evaluation:** papers

**Prerequisites:** none; open to all

**Enrollment Limit:** 25
Enrollment Preferences: Senior first, then anyone

Expected Class Size: 20

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 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

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

Fall 2019

LEC Section: 01  TR 11:20 am - 12:35 pm  Scott Wong

AMST 455  (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums  (DPE)

Cross-listings: AMST 455  HIST 455

Secondary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Class Format: seminar

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

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

Spring 2020

SEM Section: 01  W 1:10 pm - 3:50 pm  Christine DeLucia
AMST 468  (F)  Race, Empire, and the Birth of the American Century  (DPE)

Cross-listings: HIST 468  AMST 468

Secondary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Class Format: seminar

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

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

Unit Notes: History department senior seminar

Distributions: (D2)  (DPE)

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

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

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

Fall 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Scott Wong

ANTH 101  (F)(S)  How to Be Human  (DPE)

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

Class Format: discussion of case studies and ethnographic films

Requirements/Evaluation: two short essays, a final examination and class participation

Prerequisites: first-year students and sophomores

Enrollment Limit: 30

Enrollment Preferences: first-year students; sophomores may enroll if there is room

Expected Class Size: 30

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

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2019
Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial course will involve an experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

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:

CHIN 134 (D1) REL 134 (D2) COMP 134 (D1) ANTH 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.
performance experience is assumed or required.

Class Format: community-based fieldwork

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

Prerequisites: none

Enrollment Limit: 15

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:
DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Munjulika Tarah

ANTH 240  (S)  Work as a Cultural System  (DPE)

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are homo faber, the species that makes its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Class Format: seminar

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2020

SEM Section: 01  TR 9:55 am - 11:10 am  Peter Just

ANTH 269  (F)(S)  Mindsight: Mindfulness and Medicine  (DPE) (WS)

Cross-listings: REL 269  STS 269  ANTH 269  ASST 269

Primary Cross-listing
This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a ‘science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

**Class Format:** weekly tutorial, context-based learning, experiential learning  

**Requirements/Evaluation:** weekly tutorial papers and discussion  

**Prerequisites:** a course on Buddhism is preferred but not required  

**Enrollment Limit:** 10  

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors  

**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:**  
REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)  

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester ‘writing chat' with the instructor to improve patterns in writing.  

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.  

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health  

Fall 2019  
TUT Section: T1    TBA    Kim Gutschow  
Spring 2020  
TUT Section: T1    Cancelled  

**ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View** (DPE)  

**Cross-listings:** WGSS 371 ANTH 371 STS 370  

**Primary Cross-listing**  
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as
scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**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:**

- WGSS 371 (D2)
- ANTH 371 (D2)
- STS 370 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

**Attributes:** EXPE Experiential Education Courses  PHLH Methods in Public Health

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**ARAB 207 (F) The Modern Middle East**  (DPE)

**Cross-listings:** HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**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 207 (D2)
- ARAB 207 (D2)
- GBST 101 (D2)
- REL 239 (D2)
- LEAD 207 (D2)
- JWST 217 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

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Fall 2019

**LEC Section: 01**  TF 1:10 pm - 2:25 pm  Magnúss T. Bernhardsson
**ARAB 211 (S) Understanding 9/11 and the War in Iraq** (DPE)

**Cross-listings:** HIST 211  ARAB 211

**Secondary Cross-listing**

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

**Class Format:** lecture

**Requirements/Evaluation:** short online writings and papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History and Arabic Studies majors

**Expected Class Size:** 25

**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:

HIST 211 (D2) ARAB 211 (D2)

**Difference, Power, and Equity Notes:** This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

**Attributes:** HIST Group E Electives - Middle East  HIST Group G Electives - Global History

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**ARAB 215 (S) The Veil: History and Interpretations** (DPE) (WS)

**Cross-listings:** ARAB 215  WGSS 110  HIST 110

**Secondary Cross-listing**

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

**Class Format:** tutorial

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

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

**Enrollment Limit:** 10

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

**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:
ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020
TUT Section: T1 TBA Magnús T. Bernhardsson

ARAB 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020
LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students’ critical awareness and
aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their cultural competence. Using al-Kitaad as well as a variety of authentic written and audiovisual materials to immerse students in Arabic language and culture, the course will allow students to achieve an advanced grammatical, cultural and oral proficiency in Modern Standard Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments entirely in Arabic.

Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam

Prerequisites: ARAB 202

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will understand the relations of power between the different varieties of Arabic language. Students will grasp the gendered aspects of Arabic language and understand how it relates English. Through their engagement with Arabic texts and audiovisual materials, students will deconstruct cultural and sociopolitical issues that directly related to the environment, society, politics, and power.
ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Class Format: lecture

Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: none

Enrollment Preferences: None

Expected Class Size: 6

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language; students will also be doing translations from Arabic into English or vice-versa; and all written work from students will evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will learn about gender relations and power dynamics in the Arabic-speaking region; students will produce projects that address language politics, colonialism, sexism, feminism, and environmental losses in the Maghreb and the Middle East; and students will acquire the language necessary to discuss diverse topics related to power, gender, and the environment, such as recycling, new economies, and changing gender roles in society.

Spring 2020

LEC Section: 01  MWF 10:00 am - 10:50 am  Brahim El Guabli

ARAB 329 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shahf, who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as epistemé and as techné to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (The Mehlis Report by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (Granada by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.
Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Fall 2019
SEM Section: 01 Cancelled
Spring 2020
SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

ARAB 363 (S) Where are all the Jews? (DPE) (WS)
Cross-listings: ARAB 363 COMP 363 JWST 268 HIST 311 REL 268
Primary Cross-listing
Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: Seminar
Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: None
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)
Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.
ARITH 103  (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha  (DPE) (WS)

Cross-listings:  ARITH 103  ASST 103

Primary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan’s samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: lecture with limited # of class discussion; some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: None

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

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

Distributions: (D1) (DPE) (WS)

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

ARTH 103 (D1) ASST 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses  GBST East Asian Studies Electives
prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

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

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Art History and African Studies majors

**Expected Class Size:** 40

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

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

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

AFR 105 (D2) ARTH 104 (D1)

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

Fall 2019

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

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

**Cross-listings:** AFR 207  ARTH 207

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors

**Expected Class Size:** 10

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

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

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

AFR 207 (D2) ARTH 207 (D1)
Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

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

Attributes: FMST Core Courses

Fall 2019
TUT Section: T1 TBA Michelle M. Apotsos

ARTH 210  (F)  Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present  (DPE)
This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, weekly short reading responses, attendance, and active participation
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: none
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions:  (D1)  (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019
LEC Section: 01 MR 2:35 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 222  (S)  Photography in/of the Middle East  (DPE)

Cross-listings: ARAB 222 ARTH 222

Primary Cross-listing
Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and
case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally—what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion
Requirements/Evaluation: midterm, Glow posts, term project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent—those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills—from close-looking to interdisciplinary analysis—useful in contemporary visual culture.

Spring 2020
LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARTH 308 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

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

Class Format: tutorial
Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)
Prerequisites: ARTH 104 or special permission from the instructor
Enrollment Limit: 10
Enrollment Preferences: Art History and African Studies Majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning
of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020
TUT Section: T1    TBA     Michelle M. Apotsos

ARTH 344  (F) Pacific-New England Material Histories  (DPE)

Cross-listings: AMST 344  ARTH 344

Primary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogenous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 8

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

Distributions: (D1)  (DPE)

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

AMST 344 (D2)  ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Fall 2019
SEM Section: 01      Cancelled

ARTH 440  (F) Contemporary Exhibitions: Los Angeles and Latin America  (DPE)

Cross-listings: ARTH 440  LATS 440

Primary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of
**ARTH 440 (D1) LATS 440 (D2)**

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity, and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses  LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  C. Ondine Chavoya

**ARTS 338 (S) Persona (DPE)**

**Cross-listings:** ARTS 338  THEA 338

**Primary Cross-listing**

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's *The art of Cruelty* and Cherise Smith's *Enacting Others*. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

**Class Format:** studio

**Requirements/Evaluation:** completion of 3 assigned projects, independent project, participation, quality of work

**Prerequisites:** some experience with studio art courses, art history courses, performance experience or consent of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** majors, seniors, juniors, sophomores

**Expected Class Size:** 12

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

**Materials/Lab Fee:** $150 charged to term bill

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

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

ARTS 338 (D1) THEA 338 (D1)

Spring 2020

STU Section: 01  TR 11:20 am - 12:35 pm  Allana M. Clarke

**ASST 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE) (WS)**
Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: lecture with limited # of class discussion; some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: None

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

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

Distributions: (D1) (DPE) (WS)

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

ARTH 103 (D1) ASST 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ASST 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of
modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

**Class Format:** weekly tutorial, context-based learning, experiential learning

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** a course on Buddhism is preferred but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**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:**
REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

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**ASST 384 (F) Selected Topics in Asian American Studies** (DPE)

**Cross-listings:** AMST 384 HIST 384 ASST 384

**Secondary Cross-listing**

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

**Class Format:** lecture

**Requirements/Evaluation:** papers

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** Senior first, then anyone

**Expected Class Size:** 20

**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 384 (D2) HIST 384 (D2) ASST 384 (D2)

**Difference, Power, and Equity Notes:** This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.
BIOL 134  (F)  The Tropics: Biology and Social Issues  (DPE)

Cross-listings:  BIOL 134  ENVI 134

Primary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: lectures and debates

Requirements/Evaluation:  two hour exams, a short paper, panel preparation, and a final exam

Prerequisites:  none

Enrollment Limit:  60

Enrollment Preferences:  seniors, juniors, sophomores, and first-year students--in that order

Expected Class Size:  60

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

Unit Notes:  does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions:  (D3)  (DPE)

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

BIOL 134 (D3)  ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes:  ENVI Natural World Electives  EVST Living Systems Courses  GBST African Studies Electives  PHLH Biomedical Determinants of Health

CHIN 134  (S)  Leaving the World Behind: The Literature of Reclusion  (DPE) (WS)

Cross-listings:  CHIN 134  REL 134  COMP 134  ANTH 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely
What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary “intentional communities”)? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial course will involve an experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

CHIN 134 (D1) REL 134 (D2) COMP 134 (D1) ANTH 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBA Christopher M. B. Nugent

COMP 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: ENGL 139 COMP 139 WGSS 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Class Format: Seminar

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: None

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 139 (D1) COMP 139 (D1) WGSS 139 (D2)

**Writing Skills Notes:** This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

**Difference, Power, and Equity Notes:** This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

**Attributes:** ENGL Literary Histories C

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Spring 2020

SEM Section: 01 Cancelled

**COMP 230** (S) *The Renaissance in England and the European Continent: Self and World* (DPE) (WS)

**Cross-listings:** COMP 230 ENGL 228

**Secondary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Class Format:** seminar

**Requirements/Evaluation:** five 4-page papers, in-class presentation, thoughtful participation in discussions

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

COMP 230 (D1) ENGL 228 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

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Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas
COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Secondary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01  TR 9:55 am - 11:10 am  Brahim El Guabli

COMP 257 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films with have English subtitles.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: books
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)
Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.
Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Julie A. Cassiday

COMP 267 (S) Performance Studies: An Introduction (DPE)
Cross-listings: DANC 267  WGSS 267  THEA 267  COMP 267
Primary Cross-listing
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.
Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)
Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
Attributes: WGSS Theory Courses

Spring 2020
SEM Section: 01  W 1:10 pm - 3:50 pm  Vivian L. Huang

COMP 273 (S) Detectives Without Borders (DPE) (WS)
Cross-listings: ENGL 273  COMP 273
Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Class Format: seminar
Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature and English majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Unit Notes: COMP core course
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020
SEM Section: 01  MR 2:35 pm - 3:50 pm  Michele Monserrati

COMP 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)
Cross-listings: COMP 280  JWST 280  GERM 280

Secondary Cross-listing
The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel Maus really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró'ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Taranillo, Claude Lanzmann, Pawe' Pawlikowski, and Steven Spielberg.

Class Format: Seminar
Requirements/Evaluation: three 2-page critical responses, oral presentation, final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: German and Comparative Literature majors
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019
SEM Section: 01 Cancelled

COMP 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing
What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include Mad Max: Fury Road, Metropolis, Ex-Machina, and episodes of West World and Black Mirror.

Class Format: Seminar
Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.
COMP 342  (S)  Elizabeth Bishop in the Americas  (DPE)

Cross-listings:  WGSS 340  COMP 342  ENGL 340  AMST 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation:  two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit:  25

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

Expected Class Size:  15

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

Distributions:  (D1)  (DPE)

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

WGSS 340 (D2)  COMP 342 (D1)  ENGL 340 (D1)  AMST 340 (D2)

Difference, Power, and Equity Notes:  This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes:  AMST Critical and Cultural Theory Electives  ENGL Criticism Courses  ENGL Literary Histories C

Spring 2020

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

COMP 363  (S)  Where are all the Jews?  (DPE)  (WS)

Cross-listings:  ARAB 363  COMP 363  JWST 268  HIST 311  REL 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim
relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** Seminar

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** None

**Expected Class Size:** 19

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

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

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

ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

**COMP 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World** (DPE)

**Cross-listings:** ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

**Class Format:** seminar

**Requirements/Evaluation:** presentation, paper plus revision, final research project

**Prerequisites:** one literature or related course

**Enrollment Limit:** 25

**Enrollment Preferences:** any student with relevant coursework in ENGL, COMP, or WGSS

**Expected Class Size:** 20

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

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

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

ENGL 377 (D1) WGSS 377 (D2) COMP 377 (D1)

**Difference, Power, and Equity Notes:** The course will follow the path of radical thinking and generic experimentation by feminist writers of the
nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019
SEM Section: 01  Cancelled

COMP 387  (S)  Big Game: Adventure, Empire, Ecology  (DPE)
Cross-listings:  COMP 387  ENGL 347  ENVI 347
Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Class Format: seminar
Requirements/Evaluation: presentation, short paper and revision, final research project
Prerequisites: one lower-division literature or related course
Enrollment Limit: 25
Enrollment Preferences: students with related course experience
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 387 (D1) ENGL 347 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.
Attributes: ENGL Literary Histories B

Spring 2020
SEM Section: 01  Cancelled

COMP 401  (F)  Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)
Cross-listings:  COMP 401  WGSS 401  GERM 401
Primary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can
solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

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

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

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

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

COMP 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Secondary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides’ Bacchae, Nuruddin Farah’s Maps, Louise Erdrich’s poetry, and Farhadi’s A Separation. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion seminar/tutorial conferences

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

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

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

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

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing
accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses  JLST Interdepartmental Electives

Fall 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Christopher L. Pye

DANC 214 (F) Performance Ethnography  (DPE)

Cross-listings: DANC 214  GBST 215  THEA 215  AMST 214  ANTH 215

Primary Cross-listing

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

Class Format: community-based fieldwork

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

Prerequisites: none

Expected Class Size: 10

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

Distributions: (D1)  (DPE)

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

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students’ critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Munjulika Tarah

DANC 216 (S) Asian-American Identities in Motion  (DPE)

Cross-listings: THEA 216  DANC 216  GBST 214  AMST 213

Primary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020
SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

DANC 226 (S) Gender and the Dancing Body (DPE)
Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

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

Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, and presentations
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: WGSS majors
Expected Class Size: 10-15
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

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 2020
SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

DANC 267 (S) Performance Studies: An Introduction (DPE)
Cross-listings: DANC 267 WGSS 267 THEA 267 COMP 267

Secondary Cross-listing
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the
interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
Attributes: WGSS Theory Courses

Spring 2020
SEM Section: 01 W 1:10 pm - 3:50 pm Vivian L. Huang

ECON 204 (S) Economics of Developing Countries (DPE)
Cross-listings: ENVI 234 ECON 204
Primary Cross-listing

The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion
Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
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:
ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the
course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives  GBST Economic Development Studies Electives  POEC Comparative POEC/Public Policy Courses

Spring 2020
LEC Section: 01    M 7:00 pm - 9:40 pm     Michael Samson

ECON 257 (S)  The Economics of Race  (DPE)
This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

Class Format: lecture
Requirements/Evaluation: exams, papers, problem sets, participation
Prerequisites: ECON 110
Enrollment Limit: 30
Enrollment Preferences: first come first serve
Expected Class Size: 30
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2020
LEC Section: 01    MR 2:35 pm - 3:50 pm     Owen Thompson

ENGL 105 (F)(S)  American Girlhoods  (DPE) (WS)
Cross-listings: WGSS 105  ENGL 105  AMST 105

Primary Cross-listing
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar
Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

Spring 2020
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

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

**Cross-listings:** ENGL 113 AMST 113 WGSS 113

**Primary 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:** seminar; discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 19

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (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 2019
SEM Section: 01  MWF 8:30 am - 9:45 am  Bethany Hicok

ENGL 126  (F)  Black Literature Matters  (DPE)  (WS)
Cross-listings:  ENGL 126  AFR 126  AMST 126
Primary Cross-listing
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 126  (D1)  AFR 126  (D2)  AMST 126  (D2)
Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

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

Fall 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Kimberly S. Love

ENGL 132  (F)  Black Writing To/From/About Prison  (DPE)  (WS)
Cross-listings:  ENGL 132  WGSS 132
Primary Cross-listing
This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections
from anthologies like If They Come in the Morning and Captive Genders: Trans Embodiment and the Prison Industrial Complex; autobiographies like that by Malcolm X, Waldah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGJIP (Transgender Gender Variant Intersex Justice Project).

**Class Format:** seminar discussion, engagement with guest speakers, engagement with Special Collections

**Requirements/Evaluation:** four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

ENGL 132 (D1) WGSS 132 (D2)

**Writing Skills Notes:** Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

**Difference, Power, and Equity Notes:** This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

**Attributes:** ENGL Literary Histories C
endnotes, as well as two editorial responses to the work of another student. In addition to two in-class workshops, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

**Difference, Power, and Equity Notes:** In course readings, written assignments, and seminar discussions, students will address contemporary debates related to US nationalism and its "others." During the semester students will consider the disturbing normalization of white nationalism as well as the imperatives of thinking about collectivity and self/other relations beyond assimilative understandings of diversity and multiculturalism.

Fall 2019
SEM Section: 01  MW 8:30 am - 9:45 am  Anuj Kapoor

**ENGL 139 (S) Living a Feminist Life (DPE) (WS)**

**Cross-listings:** ENGL 139  COMP 139  WGSS 139

**Primary Cross-listing**

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

**Class Format:** Seminar

**Requirements/Evaluation:** five short written assignments and one final research project

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** None

**Expected Class Size:** 19

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

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

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

ENGL 139 (D1)  COMP 139 (D1)  WGSS 139 (D2)

**Writing Skills Notes:** This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

**Difference, Power, and Equity Notes:** This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

**Attributes:** ENGL Literary Histories C

Spring 2020
SEM Section: 01  Cancelled

**ENGL 206 (F) We Aren't The World: "Global" Anglophone Literature and the Politics of Literary Language (DPE) (WS)**

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the
ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Class Format: seminar

Requirements/Evaluation: four short papers (5 pages), a presentation, and a final research project

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

Enrollment Limit: 19

Enrollment Preferences: potential English majors and those who have yet to take a Gateway course

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write daily in class, submit four short (5-page) and one longer paper (10-page), as well as reading questions before each class. At least one class session per week will center writing skills and revision.

Difference, Power, and Equity Notes: This course will introduce students to the colonial legacies of literary language politics. Authors represent a range of literary traditions from West Africa to the Caribbean to South and South East Asia and beyond. Class discussion will also focus on issues of gender, race, and class in imperial history and neoimperialism.

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

Fall 2019

SEM Section: 01 Cancelled

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

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

Primary Cross-listing

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

Class Format: seminar

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

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: sophomores

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely
Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

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

Spring 2020
SEM Section: 01   TR 11:20 am - 12:35 pm   Ianna Hawkins Owen

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: seminar

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

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

Spring 2020
SEM Section: 01   TR 9:55 am - 11:10 am   Emily Vasiliaskas

ENGL 246 (S) The Love of Literature (DPE) (WS)
If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

**Class Format:** seminar

**Requirements/Evaluation:** three papers of increasing length and complexity, totaling 20 pages of finished 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:** those interested in majoring in English

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, and substantive, writing-strategies focused feedback on writing assignments.

**Difference, Power, and Equity Notes:** The course materials and discussion emphasizes questions of gender, sexuality, and race.

**Attributes:** ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01  MWF 11:00 am - 12:15 pm  Walter Johnston

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**ENGL 252 (F)(S) Ficciones: A Writing Workshop (DPE)**

**Cross-listings:** ENGL 252 LATS 222

**Secondary Cross-listing**

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

**Class Format:** studio/workshop

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives
ENGL 254  (F)  'As If Her Mouth Were a Weapon': Jamaica Kincaid  (DPE)

Cross-listings:  ENGL 254  WGSS 274

Primary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

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: 10

Enrollment Preferences: none

Expected Class Size: 10

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

Distributions: (D1)  (DPE)

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

ENGL 254 (D1) WGSS 274 (D2)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL Post-1900 Courses  ENGL 200-level Gateway Courses

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ENGL 273  (S)  Detectives Without Borders  (DPE)  (WS)

Cross-listings:  ENGL 273  COMP 273

Secondary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Ramo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.
Class Format: seminar

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

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

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.
change” in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01  TR 9:55 am - 11:10 am  Kimberly S. Love

ENGL 308 (F) Disposable Subjects (DPE)

According to the critical theorist Achille Mbembe, a defining characteristic of political power in the globalizing world of the 21st century is “the capacity to define who matters and who does not, who is disposable and who is not.” For Mbembe, globalization is not only defined by a heightened awareness of an integrated and interdependent world, but also by the production of “death-worlds...in which vast populations are subjected to conditions of life conferring upon them the status of living dead.” This course turns to a body of fiction and film from across the world that addresses these “death-worlds” and the disposable subjects who inhabit them. During the semester we will approach human disposability through a variety of critical lenses: neoliberal capitalism, late colonial occupation and counterinsurgency, as well as the policing of global difference in its many forms, including ethnicity, gender, and caste. We will also consider the ways that necropolitics reproduce and globalize forms of sovereignty that have been historically exercised with impunity and without limits over indigenous peoples, the enslaved, and the colonized. All in all, our primary focus in this course will be on the ways that the texts we read unsettle and frustrate normative responses -- ethical, political, humanitarian -- to scenes of global suffering, protracted dispossession, and incessant violence. Readings will explore, among other topics, forced migrant labor in Saudi Arabia (Benyamin's goat days), the blurred lines between being and non-being in contemporary Palestinian life (Ibitsam Azem's The Book of Disappearance), and the global refugee “crisis” (Mohsin Hamid's Exit West).

Class Format: seminar

Requirements/Evaluation: weekly reading responses on GLOW, active class participation, a close reading (2-3 pp.) to be revised into a formal essay (5-6 pp.), a final research project (8-10 pp.)

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

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: In readings, seminar discussions, and written assignments students will examine the ethical and political implications that attend the representation of political violence in a body of 21st century fiction and film from across the world. Students will consider human disposability in the era of globalization through a variety of critical lenses: colonialism, capitalism, war and terror, as well as the policing of difference in its many forms including ethnicity, gender, and caste.

Fall 2019

SEM Section: 01  MW 7:00 pm - 8:15 pm  Anuj Kapoor

ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)

Cross-listings: ENGL 339 AFR 339

Primary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print “counterpublic” sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Class Format: seminar
Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with 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

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 25

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

Distributions: (D1) (DPE)

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

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kimberly S. Love

ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 COMP 342 ENGL 340 AMST 340

Primary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop’s stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a “home”? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25

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

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C
ENGL 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387  ENGL 347  ENVI 347

Primary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Class Format: seminar

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

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

Distributions: (D1) (DPE)

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

COMP 387 (D1) ENGL 347 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01  Cancelled

ENGL 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377  WGSS 377  COMP 377

Primary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Class Format: seminar

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS
Expected Class Size: 20

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 377 (D1) WGSS 377 (D2) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019
SEM Section: 01 Cancelled

ENGL 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Primary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like, what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' Bacchae, Nuruddin Farah's Maps, Louise Erdrich's poetry, and Farhadi's A Separation. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion seminar/tutorial conferences

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

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

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye
ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134  ENVI 134

Secondary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: lectures and debates

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students--in that order

Expected Class Size: 60

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

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

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

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01  MWF 9:00 am - 9:50 am  Joan Edwards

ENVI 231 (F) The African Anthropocene (DPE)

Cross-listings: STS 231 AFR 231 ENVI 231

Primary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

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

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:

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

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

Fall 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Brittany  Meché

ENVI 234  (S)  Economics of Developing Countries  (DPE)
Cross-listings:  ENVI 234  ECON 204

Secondary Cross-listing
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion
Requirements/Evaluation:  short essays/assignments; exam; final group project, including a 15-page paper
Prerequisites:  one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Limit:  25
Enrollment Preferences:  first-year and sophomore students
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:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes:  GBST African Studies Electives  GBST Economic Development Studies Electives  POEC Comparative POEC/Public Policy Courses

Spring 2020
LEC Section: 01    M 7:00 pm - 9:40 pm     Michael  Samson

ENVI 246  (F)  Race, Power, & Food History  (DPE)
Cross-listings:  HIST 265  AMST 245  ENVI 246

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

Class Format: seminar

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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

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

Attributes: ENVI Humanities, Arts + Social Science Electives  HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     April  Merleaux

ENVI 250  (S) Environmental Justice  (DPE)

Cross-listings: ENVI 250  STS 250

Primary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and
economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and
distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion
intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice,
urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community
leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENV1101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental 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:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how
local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and
students will hone skills to address environmental injustices.
ENVI 340 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340  GERM 339  COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our own bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include Mad Max: Fury Road, Metropolis, Ex-Machina, and episodes of West World and Black Mirror.

Class Format: Seminar

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01  Cancelled

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387  ENGL 347  ENVI 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing
together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

**Class Format:** seminar

**Requirements/Evaluation:** presentation, short paper and revision, final research project

**Prerequisites:** one lower-division literature or related course

**Enrollment Limit:** 25

**Enrollment Preferences:** students with related course experience

**Expected Class Size:** 25

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

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

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

COMP 387 (D1) ENGL 347 (D1) ENVI 347 (D1)

**Difference, Power, and Equity Notes:** This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

**Attributes:** ENGL Literary Histories B

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**GBST 101 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

**Secondary Cross-listing**

This course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

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Fall 2019
GBST 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing
Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films with have English subtitles.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: books
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.
Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

GBST 214 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

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

Class Format: seminar
Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations
Prerequisites: none
Enrollment Limit: 15
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:
THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020
SEM Section: 01    TR 9:55 am - 11:10 am     Munjulika  Tarah

GBST 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214  GBST 215  THEA 215  AMST 214  ANTH 215

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

Class Format: community-based fieldwork

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

Prerequisites: none

Enrollment Limit: 15

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:
DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika  Tarah

GBST 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249  GBST 246  THEA 246

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

Class Format: Seminar

Requirements/Evaluation: 2 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

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:

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

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

Fall 2019

SEM Section: 01  M 7:00 pm - 9:40 pm  Shanti Pillai

GEOS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106  PHYS 106  STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields.

Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: Class discussions, group project work (out of class time required)

Requirements/Evaluation: Short response papers, class discussion participation, leading class discussions, group work, and final project.

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested if course over-enrolls

Expected Class Size: 15

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

Unit Notes: Does not count towards GEOS or PHYS major credit

Distributions: (D3) (DPE)

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

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019
GERM 280 (F) Art at its Limits: Representing the Holocaust  (DPE) (WS)  

Cross-listings: COMP 280 JWST 280 GERM 280  

Primary Cross-listing  

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman’s graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró’ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe’ Pawlikowski, and Steven Spielberg.  

Class Format: Seminar  

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project  

Prerequisites: none  

Enrollment Limit: 20  

Enrollment Preferences: German and Comparative Literature majors  

Expected Class Size: 14  

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

Distributions: (D1) (DPE) (WS)  

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

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)  

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.  

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.  

Fall 2019  
SEM Section: 01 Cancelled  

GERM 339 (F) Posthuman Ecologies: Bodies, Environments, Art  (DPE) (WS)  

Cross-listings: ENVI 340 GERM 339 COMP 339  

Primary Cross-listing  

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include “nature,” the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.  

Class Format: Seminar
Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

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

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate ‘entrepreneurs of self.’ This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

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

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

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

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes
violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

HIST 103  (F)  Growing up in Africa/Growing up African  (DPE) (WS)
Most African nations today are youthful: while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority--responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize "the youth" as nation builders and manage their behaviors since the 1950s-and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans' experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Class Format: tutorial
Requirements/Evaluation: five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will be revised and resubmitted
Prerequisites: first-years and sophomores
Enrollment Limit: 10
Enrollment Preferences: first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with permission of instructor
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays and students will choose one essay to revise for resubmission at the end of the semester.
Difference, Power, and Equity Notes: The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.
Attributes: HIST Group A Electives - Africa
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

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

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBA Magnús T. Bernhardsson

HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years

Expected Class Size: 15-19

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:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives
HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America  (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Primary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: seminar discussion

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

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; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

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 163 (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 delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

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

Spring 2020

SEM Section: 01  TR 11:20 am - 12:35 pm  Sara Dubow

HIST 203 (F) Introduction to African History, 1800-Present  (DPE)

This survey explores some of the major themes in the history of continental Africa since 1800. While prominent figures and major events will be covered, the course emphasizes the experience of African women and other groups of people who often faced marginalization at various points over the past two centuries. To paint a richer picture of this expansive history, historical scholarship will be studied alongside autobiographical testimonies, films, songs, music videos, and podcasts. The beginning of the course looks at the extremely diverse political, social, and cultural conditions that shaped the lives of people in Africa in the nineteenth century. Particular attention will be paid to the changes brought about during this time by the slave trades, the spread of Islam, and new forms of African political organization. The second section shifts to look at the impact of European imperialism and African responses to the imposition of colonial rule. We will examine how colonialism produced major changes in African societies,
even as colonial authorities often insisted that Africans remain locked within a mythical, unchanging past. The third section of the course turns to the rise of anti-colonial struggles and the fall of formal colonialism and apartheid in Africa from the 1950s to 1990s. Lastly, we will assess the trajectories of postcolonial African societies, examining contemporary issues such as new expressions of religious faith, conflicts over wealth inequality and political power, cultural decolonization, and changing health and environmental realities in the twenty-first century.

Class Format: lecture/discussion

Requirements/Evaluation: three essays of 5-7 pages spaced evenly throughout the semester, a map quiz, discussion participation

Prerequisites: none; no prior knowledge of African history required; open to all students

Enrollment Limit: 40

Enrollment Preferences: students interested in History or Africana Studies

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the inequalities produced in Africa (and globally) by the international trade in African captives and later, the new structures of power and exploitation established under colonial rule. The class explores how race, gender, class, ethnicity, and religion were pivotal to these forms of inequality in Africa, many of which persist today.

Attributes: HIST Group A Electives - Africa

Fall 2019

LEC Section: 01  W 7:00 pm - 9:40 pm  Matthew Swagler

HIST 207  (F)  The Modern Middle East  (DPE)

Cross-listings: HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

Primary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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 207  (D2)  ARAB 207  (D2)  GBST 101  (D2)  REL 239  (D2)  LEAD 207  (D2)  JWST 217  (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019
HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Class Format: lecture

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

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:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

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

Cross-listings: HIST 254 AMST 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus' arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories 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 particular Indigenous homelands in which Williams College is located.

Class Format: lecture/discussion
Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first- and second-year students
Expected Class Size: 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:
HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

HIST 265 (F) Race, Power, & Food History (DPE)
Cross-listings: HIST 265 AMST 245 ENVI 246

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

Class Format: seminar
Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

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

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada
HIST 304  (S)  Africa and the United States: From the Atlantic Slave Trade to Black Panther  (DPE)
This course examines the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a Pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first is the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the "back to Africa" movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third theme is the deepening involvement of American missionaries, the US government and non-governmental organizations in Africa, which accelerated in the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa. The course will conclude with a consideration of the current state of Africa-US connections in light of the recent blockbuster film, Black Panther. Against this backdrop, students will engage in new research over the course of the semester on the history of Williams’ historical links with Africa.

Class Format: discussion/lecture
Requirements/Evaluation: discussion participation, map quiz, two short papers (~4 pages), and a final research paper (6-8 pages)
Prerequisites: none, open to all students; some background in African history will be useful
Enrollment Limit: 25
Enrollment Preferences: History majors, Africana Studies concentrators, American Studies majors; seniors, juniors, sophomores; or first-year students with some background in African history
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)
Difference, Power, and Equity Notes: This course focuses on the effects of racism and colonialism on different peoples of African descent and key episodes when Black solidarity was forged across great physical distance between the United States and Africa, as well as episodes where it was compromised (by forms of difference based on place of birth, language, religion, and class.) Through class readings, discussion, and the final group project, the course will help students assess what foundations have allowed for trans-Atlantic co
Attributes: HIST Group A Electives - Africa  HIST Group F Electives - U.S. + Canada

Spring 2020
LEC Section: 01   TF 2:35 pm - 3:50 pm   Matthew  Swagler

HIST 307  (S) Is Africa Poor?  (DPE)
Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this debate-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have argued over the causes of poverty and inequality in Africa-and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa. Key issues of contemporary debate will include the role of state-centered development, privatization, resource extraction, foreign development aid, and climate change.

Class Format: discussion with organized debates
Requirements/Evaluation: discussion participation, map quiz & multiple papers
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

**Difference, Power, and Equity Notes:** The class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed both between Africa and the rest of the world and within the African continent. Building on the wide range of texts that we will analyze, the discussions and assignments will equip students to better understand and respond to current issues of global economic justice.

**Attributes:** HIST Group A Electives - Africa

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**HIST 311 (S) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** ARAB 363 COMP 363 JWST 268 HIST 311 REL 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** Seminar

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** None

**Expected Class Size:** 19

**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:

ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students’ writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

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**Spring 2020**

**SEM Section: 01** Cancelled
HIST 346  (S)  Modern Brazil  (DPE)

Cross-listings: AFR 346  HIST 346

Primary Cross-listing
Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity-for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: lecture/discussion

Requirements/Evaluation:  class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit:  25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size:  15-20

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:
AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives  HIST Group D Electives - Latin America + Caribbean  LATS Countries of Origin + Transnationalism Elect

Spring 2020
LEC Section: 01   MW 7:00 pm - 8:15 pm   Roger A. Kittleson

HIST 352  (F)(S)  American Maritime History  (DPE) (WS)

Cross-listings: HIST 352  MAST 352

Secondary Cross-listing
This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation:  class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

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

Unit Notes: offered only at Mystic Seaport

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 352 (D2) MAST 352 (D2)
Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada  HIST Group G Electives - Global History  HIST Group P Electives - Premodern

Fall 2019
SEM Section: 01  TBA  Alicia C. Maggard

Spring 2020
SEM Section: 01  TBA  Alicia C. Maggard

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences  (DPE)

Cross-listings: AMST 360  HIST 361

Primary Cross-listing
Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiters from Caribbean slavery; Toussaint L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: lecture will alternate with seminar-type discussion of readings
Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: sophomore, junior, and senior History majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

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

Fall 2019
HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format: seminar

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Spring 2020

SEM Section: 01 Cancelled

HIST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: AMST 381 HIST 381

Primary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Class Format: lecture

Requirements/Evaluation: two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 20

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 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.
HIST 384  (F)  Selected Topics in Asian American Studies  (DPE)

Cross-listings: AMST 384  HIST 384  ASST 384

Primary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Class Format: lecture

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Senior first, then anyone

Expected Class Size: 20

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 384 (D2)  HIST 384 (D2)  ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  ASAM Core Courses  HIST Group F Electives - U.S. + Canada
Enrollment Preferences:  junior and senior History and American Studies majors

Expected Class Size:  15

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

Distributions:  (D2)  (DPE)

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

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes:  This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

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

Spring 2020

SEM Section: 01    W 1:10 pm - 3:50 pm     Christine  DeLucia

HIST 457  (S)  Floridas  (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Class Format: seminar

Requirements/Evaluation:  students will be evaluated on class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  seniors and History majors

Expected Class Size:  19

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

Distributions:  (D2)  (DPE) (WS)

Writing Skills Notes:  Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes:  We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

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

Spring 2020

SEM Section: 01      Cancelled

HIST 468  (F)  Race, Empire, and the Birth of the American Century  (DPE)

Cross-listings:  HIST 468  AMST 468

Primary Cross-listing
This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Class Format: seminar

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

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

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

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

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

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

Fall 2019
SEM Section: 01    W 1:10 pm - 3:50 pm    Scott Wong

HIST 486 (S) Islam in European Culture from Muhammad to Modernity (DPE)

Cross-listings: REL 486  HIST 486

Primary Cross-listing

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Class Format: Tutorial

Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations

Prerequisites: History majors; juniors and seniors

Enrollment Limit: 10

Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested

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:

REL 486 (D2) HIST 486 (D2)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across
religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired—a legacy worthy of study.

### Spring 2020

**TUT Section:** T1  TBA  Alexander Bevilacqua

**HIST 495  (F)  Memoirs, Memory and the Modern Jewish Experience**  (DPE)  (WS)

**Cross-listings:** HIST 495  JWST 495

**Primary Cross-listing**

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

**Class Format:** tutorial

**Requirements/Evaluation:** each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 6

**Enrollment Preferences:** upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

**Expected Class Size:** 6

**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:**

HIST 495 (D2)  JWST 495 (D2)

**Writing Skills Notes:** Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

**Attributes:** HIST Group G Electives - Global History  JWST Core Electives

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**Fall 2019**

**TUT Section:** T1  TBA  Maud Mandel

**JWST 217  (F)  The Modern Middle East**  (DPE)

**Cross-listings:** HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the
cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalistic ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm    Magnús T. Bernhardsson

JWST 268  (S) Where are all the Jews?  (DPE) (WS)

Cross-listings: ARAB 363 COMP 363 JWST 268 HIST 311 REL 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: Seminar

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: None

Expected Class Size: 19

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:

ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020
SEM Section: 01 Cancelled

JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel Maus really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró'ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe' Pawlikowski, and Steven Spielberg.

Class Format: Seminar

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

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:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019
JWST 495  (F) Memoirs, Memory and the Modern Jewish Experience  (DPE) (WS)

Cross-listings: HIST 495  JWST 495

Secondary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Class Format: tutorial

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

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:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History  JWST Core Electives

Fall 2019

TUT Section: T1  TBA  Maud Mandel

LATS 114  (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America  (DPE)

Cross-listings: LATS 114  AMST 114

Primary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.
Class Format: Discussion
Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority
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:
LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.
Attributes: LATS Core Electives LATS Countries of Origin + Transnationalism Elect

Spring 2020
SEM Section: 01 TR 9:55 am - 11:10 am Maria Elena Cepeda

LATS 222 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Primary Cross-listing
This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop
Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.
Attributes: LATS Core Electives

Fall 2019
STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020
STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario
"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men, a stream of comic book images and words, assertively etched, can provide a remarkable antidote." --Edward Said, *Introduction to Palestine* by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

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**LATS 327 (S) Racial and Religious Mixture (DPE)**

**Cross-listings:** AMST 327  AFR 357  LATS 327  REL 314

**Primary Cross-listing**

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

**Class Format:** mostly discussion

**Requirements/Evaluation:** participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework

**Expected Class Size:** 10

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

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

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

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

**Difference, Power, and Equity Notes:** Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference—and their roles in hierarchical distributions of social and political power—have been critically constructed and transformed.
LATS 330 (S) DNA + Latinx: Decoding the “Cosmic Race" (DPE)
Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include The Cosmic Race by José Vasconcelos, The Cosmic Serpent by Jeremy Narby, Bird of Paradise: How I Became Latina by Raquel Cepeda, and The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome by Alondra Nelson.

Class Format: seminar
Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Latina/o Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change
Attributes: LATS Core Electives

LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)
Cross-listings: ARTH 440 LATS 440
Secondary Cross-listing
This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.
Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)
Enrollment Limit: 15
Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators
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:
ARTH 440 (D1) LATS 440 (D2)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  C. Ondine Chavoya

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings:  PSCI 212  LEAD 205

Primary Cross-listing
America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America’s democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture
Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science 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:
PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020
LEC Section: 01  TR 9:55 am - 11:10 am  Mason B. Williams

LEAD 207 (F) The Modern Middle East (DPE)

Cross-listings:  HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217
Secondary Cross-listing
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019
LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing
This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars
Requirements/Evaluation: class participation, weekly response papers, three longer papers
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Grading: no pass/fail option, no fifth course option
Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.
MUS 111 (F) Music Cultures of the World  (DPE)

This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: lectures are combined with discussion and workshops

Requirements/Evaluation: class attendance and participation, regular short writing assignments and projects, and a final paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

Expected Class Size: 20

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/ Ethnomusicology

MUS 150 (S) The Broadway Musical  (DPE)

Cross-listings: MUS 150 THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: lecture/discussion

Requirements/Evaluation: based on a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30
Enrollment Preferences:  none
Expected Class Size:  30
Grading:  yes pass/fail option,   yes fifth course option
Distributions:  (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes:  We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020
LEC Section: 01    MR 1:10 pm - 2:25 pm     W. Anthony Sheppard

MUS 177  (S)  Gender and Sexuality in Music  (DPE)
Cross-listings:  WGSS 177  MUS 177

Primary Cross-listing
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format:  seminar
Requirements/Evaluation:  attendance/participation, short assignments, midterm project, final paper
Prerequisites:  open to all students; familiarity with musical terminology is helpful but not required
Enrollment Limit:  19
Enrollment Preferences:  WGSS and MUSC majors/prospective majors
Expected Class Size:  15
Grading:  yes pass/fail option,   yes fifth course option
Distributions:  (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes:  This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020
SEM Section: 01    MR 1:10 pm - 2:25 pm     Corinna S. Campbell

MUS 222  (F)  Politics of Performance/Performing Politics in Contemporary Africa  (DPE) (WS)
Cross-listings:  MUS 222  AFR 223

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

**Class Format:** seminar; this class places a strong emphasis on discussion

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

**Prerequisites:** some familiarity with music terminology encouraged

**Enrollment Limit:** 15

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

**Expected Class Size:** 10

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
MUS 222 (D1) AFR 223 (D2)

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

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

**Attributes:** GBST African Studies Electives MUS World Music/Ethnomusicology

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**MUS 279 (S) American Pop Orientalism** (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

**Class Format:** tutorial

**Requirements/Evaluation:** five 5- to 6-page essays and five critical oral responses

**Prerequisites:** previous related coursework and/or musical experience is desirable, but is not required

**Enrollment Limit:** 10

**Enrollment Preferences:** students with prior related course experience

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students will develop analytical and interpretive skills applicable to their future engagements with a wide range
of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives  ASAM Core Courses

Spring 2020
TUT Section: T1    TBA    W. Anthony Sheppard

PHIL 321 (F) Introduction to Critical Theory  (DPE)  (WS)
Cross-listings:  WGSS 322  PHIL 321
Primary Cross-listing

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structurealist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCauly, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor
Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings
Prerequisites: PHIL 202, Kant course, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory
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:
WGSS 322 (D2)  PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.
Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.
Attributes: PHIL History Courses  WGSS Theory Courses

Fall 2019
TUT Section: T1    TBA    Jana Sawicki

PHILH 201 (S) Dimensions of Public Health  (DPE)
Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format: Seminar
**Requirements/Evaluation:** two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 19

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

**Distributions:** No divisional credit (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

**Attributes:** PHLH Core Courses

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**Spring 2020**

SEM Section: 01    TF 1:10 pm - 2:25 pm     Kiaran Honderich

SEM Section: 02    TF 2:35 pm - 3:50 pm     Kiaran Honderich

**PHLH 220  (F) International Nutrition  (DPE) (WS)**

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as [in utero] can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America. This course was previously titled Nutrition in the Developing World.

**Class Format:** seminar

**Requirements/Evaluation:** six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

**Prerequisites:** PHLH 201 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** As a writing skills course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.

**Attributes:** PHLH Nutrition,Food Security+Environmental Health

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**Fall 2019**

SEM Section: 01    M 7:00 pm - 9:40 pm     Marion Min-Barron

**PHYS 106  (F) Being Human in STEM  (DPE)**
Cross-listings: GEOS 106  PHYS 106  STS 106

Primary Cross-listing
This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students’ abilities to participate in STEM fields.
Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: Class discussions, group project work (out of class time required)
Requirements/Evaluation: Short response papers, class discussion participation, leading class discussions, group work, and final project.
Enrollment Limit: 15
Enrollment Preferences: DIV III majors; statement of interest may be requested if course over-enrolls
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Unit Notes: Does not count towards GEOS or PHYS major credit
Distributions: (D3)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields.
For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Savan Kharel, Phoebe A. Cohen

PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy  (DPE)
Cross-listings: PSCI 212 LEAD 205
Secondary Cross-listing
America’s founders didn’t mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America’s democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture
Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020
LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

PSCI 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Class Format: seminar

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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:
WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder
Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as an aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary “intentional communities”)? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial course will involve an experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

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:

CHIN 134 (D1) REL 134 (D2) COMP 134 (D1) ANTH 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner’s paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBA Christopher M. B. Nugent
**Expected Class Size:** 30-40

**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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

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**REL 268 (S) Where are all the Jews?** (DPE) (WS)

**Cross-listings:** ARAB 363 COMP 363 JWST 268 HIST 311 REL 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** Seminar

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** None

**Expected Class Size:** 19

**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:**

ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students’ writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.
REL 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

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:
REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health
distinct categories of comparison. Their juxtaposition, however, is beset with conceptual difficulty and anachronism: do religion and economics overlap, or do they demarcate discrete configurations of reality? Does religion latently influence economics or has capitalism subsumed all forms of spirituality? Is Islam's regulation of commercial conduct a symptom of insufficient modernization? Conversely, is faith in the rationality of free markets akin to religious belief? What makes Islamic values, rituals, and institutions "religious" and those of capitalism "secular"? What are the historical conditions, disciplinary practices, and forms of desire that have led to the articulation of "homoislamicus" as a rival to the "homoeconomicus" of consumer capitalism? Finally, how do Islamic conceptions of human prosperity, socioeconomic justice, and ecological preservation relate to neoliberalism, socialism, and other religious traditions? We will explore these questions and unpack their underlying assumptions through the disciplinary frameworks of religious studies, history, and anthropology. Students will develop a critical appreciation of both Islam and capitalism as complex assemblages of cultural, institutional, and discursive formations with intersecting genealogies. In addition to thinking critically about religion and economy as conceptual categories, students will acquire a concrete understanding of the Shar¿‘a, its commercial laws and institutions. Students will also examine the history of Muslim societies through economic regimes of agrarianism, mercantilism, extractive/settler colonialism, postcolonial development, petrodollar capitalism, and modern Islamic finance.

Class Format: The class will be conducted in a seminar format. Students will submit weekly responses to the readings. For each session, two students will be assigned as leaders of the discussion who will be assisted by the instructor.

Requirements/Evaluation: Weekly reading responses (300 words): 20%; Class participation: 15%; Leading class discussion: 15%; 2 short essays (750 words each): 20%; Research paper (3000 words): 30%

Prerequisites: There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines trajectories of capitalism--beyond its isomorphic relationship with Western culture--in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Spring 2020
SEM Section: 01    TBA     Sohaib I. Khan

REL 279  (S)  What is the Shari’a? Law, Power, and Ethics in Islam  (DPE)

Discussions of the Shari’a or Islamic law in American public discourse conjure images of veiled women, girls barred from attending school, and public spectacles of flogging and stoning to death. Such a caricature of Islamic law as a medieval but draconian penal code elicits public fear and state suspicion. In the West, legislative measures are taken to curb the Shari’a’s perceived threat to security, democracy, and human rights. On the other hand, Islamists seek to harness the Shari’a as an instrument of political legitimacy and authoritarian rule. Both instances reify the Shari’a in ways that erode its regional diversity, intellectual versatility, and socially embedded practices and modes of interpretation. This course offers an in-depth introduction to the Shari’a through an examination of major themes in its substantive content and historical evolution. While students will gain an integrated view of the Shari’a from its origins in 7th century Arabia to the modern era, our primary emphasis will be on the Shari’a’s tumultuous relationship with liberal democracy and the secular nation-state. Students will probe the history of the Shari’a’s present by pursuing a genealogical inquiry in two parts: (a) precolonial, and (b) postcolonial. Module (a) comprises Islamic legal theory, its scriptural sources, and the formation of schools of jurisprudence; Shari’a governance in the imperial age; and the institution of slavery. Module (b) covers colonial transformations and reforms; state-sponsored projects of restoration and codification; blasphemy and religious minorities; and gender and sexuality. Apart from learning substantive content through the course of our genealogical inquiry, students will also develop a theoretical foundation in anthropological approaches to the study of Islam as law (discursive tradition, symbolism, custom), power (sovereignty, discipline, biopolitics), and as ethics (subjectivity, self-cultivation, ordinary ethics).

Class Format: The class will be conducted in a seminar format. Students will submit weekly responses to the readings. For each session, two students will be assigned as leaders of the discussion who will be assisted by the instructor.

Requirements/Evaluation: Weekly reading responses (300 words): 20%; Class participation: 15%; Leading class discussion: 15% 2 short essays (750 words each): 20%; Research paper (3000 words): 30%
Difference, Power, and Equity Notes: This course exposes students to the diversity of Islamic legal interpretations on questions of gender, sexuality, and religious freedom across a variety of regions and cultures. Students gain a critical appreciation of how present-day authoritative readings of Islamic law, its punitive practices and legalized forms of gender discrimination are sanctioned by patriarchal norms, the colonial construction of Islam as a scriptural religion, and regulatory powers of the modern state.

Spring 2020
SEM Section: 01    TBA    Sohaib I. Khan

REL 314  (S)  Racial and Religious Mixture  (DPE)
Cross-listings: AMST 327  AFR 357  LATS 327  REL 314

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

Class Format: mostly discussion
Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020
SEM Section: 01    MR 2:35 pm - 3:50 pm    Jacqueline Hidalgo

REL 344  (F)  Sex, Money, Power, and the Bible  (DPE)  (WS)
Cross-listings: WGSS 344  REL 344

Primary Cross-listing
Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion
has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

**Class Format:** discussion seminar

**Requirements/Evaluation:** one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, juniors, seniors, and majors

**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:

WGSS 344 (D2) REL 344 (D2)

**Writing Skills Notes:** Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

**Fall 2019**

**SEM Section:** 01    W 1:10 pm - 3:50 pm     Tat-siong B. Liew

**REL 486 (S) Islam in European Culture from Muhammad to Modernity** (DPE)

**Cross-listings:** REL 486  HIST 486

**Secondary Cross-listing**

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

**Class Format:** Tutorial

**Requirements/Evaluation:** five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations

**Prerequisites:** History majors; juniors and seniors

**Enrollment Limit:** 10

**Enrollment Preferences:** if the course is overenrolled, a statement of interest will be requested

**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:

REL 486 (D2) HIST 486 (D2)

**Difference, Power, and Equity Notes:** This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once
viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired—a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2020
TUT Section: T1  TBA  Alexander Bevilacqua

RLFR 226 (S)  Black France/France Noire  (DPE)
Cross-listings: AFR 226  RLFR 226

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

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French and Africana Studies concentrators
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 226 (D2)  RLFR 226 (D1)

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

Spring 2020
SEM Section: 01  TR 11:20 am - 12:35 pm  Sophie F. Saint-Just

RUSS 213  (F)  Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia  (DPE)
Cross-listings: GBST 213  RUSS 213  WGSS 214  COMP 257

Primary Cross-listing
Since Vladimir Putin’s rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin’s topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women’s lacy underwear, federal legislation from 2013 prohibiting “homosexual” propaganda, and a 2017 court decision that outlawed a meme of Putin as a “gay clown.” This course examines the Putin regime’s ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens’ performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films with have English subtitles.

Class Format: seminar
**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

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

**Materials/Lab Fee:** books

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

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

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

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**Fall 2019**

**SEM Section:** 01    MR 2:35 pm - 3:50 pm    Julie A. Cassidy

**SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality** (DPE)

**Cross-listings:** SOC 228 STS 229

**Primary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power, and in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

**Requirements/Evaluation:** discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**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:

SOC 228 (D2) STS 229 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

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**Fall 2019**
SOC 264  (S) Transnational Activism: Practice, Problems, Ethics  (DPE)
Cross-listings: SOC 264  WGSS 263

Secondary Cross-listing
The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists have advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

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

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:
SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01  MR 2:35 pm - 3:50 pm  Greta F. Snyder

SOC 314  (F)  The Social Ecology of Racial and Gender Inequity  (DPE)
Cross-listings: WGSS 314  SOC 314

Secondary Cross-listing
Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Class Format: seminar

Requirements/Evaluation: Attendance, Class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

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

Expected Class Size: 19
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

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

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference—race and gender—are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019
SEMS Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

STS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students’ abilities to participate in STEM fields.

Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: Class discussions, group project work (out of class time required)

Requirements/Evaluation: Short response papers, class discussion participation, leading class discussions, group work, and final project.

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested if course over-enrolls

Expected Class Size: 15

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

Unit Notes: Does not count towards GEOS or PHYS major credit

Distributions: (D2) (DPE)

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

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019
SEMS Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic,
occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

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

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and 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: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

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

Fall 2019

TUT Section: T1 TBA Eli Nelson

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

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:
SOC 228 (D2) STS 229 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

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**Fall 2019**

**SEM Section: 01**  MR 2:35 pm - 3:50 pm  Ben Snyder

**STS 231 (F) The African Anthropocene** (DPE)

**Cross-listings:** STS 231  AFR 231  ENVI 231

**Secondary Cross-listing**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**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:
STS 231 (D2) AFR 231 (D2) ENVI 231 (D2)

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

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**Fall 2019**

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

**STS 250 (S) Environmental Justice** (DPE)

**Cross-listings:** ENVI 250  STS 250

**Secondary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.
Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020
SEM Section: 01    W 1:10 pm - 3:50 pm    Laura J. Martin

STS 269  (F)(S) Mindsight: Mindfulness and Medicine  (DPE) (WS)
Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing
This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning
Requirements/Evaluation: weekly tutorial papers and discussion
Prerequisites: a course on Buddhism is preferred but not required
Enrollment Limit: 10
Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors
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:
REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that
mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019
TUT Section: T1      TBA     Kim Gutschow

Spring 2020
TUT Section: T1      Cancelled

STS 353  (S)  Is Science Native to Turtle Island? The History of Native Science in North America  (DPE)
Cross-listings: STS 353  AMST 353
Secondary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Class Format: seminar
Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators
Expected Class Size: 13
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

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

Spring 2020
SEM Section: 01      W 1:10 pm - 3:50 pm     Eli Nelson

STS 370  (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE)
Cross-listings: WGSS 371  ANTH 371  STS 370
Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and
health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women’s, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

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:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to ‘improve’ health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

STS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to “Science Out of Feminist Theory,” a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway’s “Situated Knowledges,” and research write-ups like Pat Treusch’s “The Art of Failure in Robotics,” and ethnographic work like Sophia Roosth’s “Evolutionary Yarns in Seahorse Valley.” While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience’s potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Class Format: Seminar

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

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:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to “Feminist Technoscience” is a recognition of and engagement with the historical under-privileging of women, women’s work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Ezra D. Feldman

THEA 150 (S) The Broadway Musical (DPE)  

Cross-listings: MUS 150 THEA 150

Secondary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwpin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: lecture/discussion

Requirements/Evaluation: based on a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 30

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

Distributions: (D1) (DPE)

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

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01  MR 1:10 pm - 2:25 pm  W. Anthony Sheppard

THEA 215 (F) Performance Ethnography (DPE)  

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

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

Class Format: community-based fieldwork

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

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

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

Distributions: (D1) (DPE)

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

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

THEA 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216  DANC 216  GBST 214  AMST 213

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

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

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020
THEA 226 (S)  Gender and the Dancing Body  (DPE)
Cross-listings: AMST 226  THEA 226  DANC 226  WGSS 226
Secondary Cross-listing
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, and presentations
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: WGSS majors
Expected Class Size: 10-15
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

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 2020

THEA 246 (F)  Asian American Performance: Activism and Aesthetics  (DPE)
Cross-listings: AMST 249  GBST 246  THEA 246
Primary Cross-listing
This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists ¿do¿ politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Class Format: Seminar
Requirements/Evaluation: 2 5-page critical essays, reading responses, class presentations, and active discussion participation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: sophomores and juniors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 249 (D2) GBST 246 (D2) THEA 246 (D1)

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

Fall 2019
SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

THEA 267 (S) Performance Studies: An Introduction (DPE)
Cross-listings: DANC 267 WGSS 267 THEA 267 COMP 267
Secondary Cross-listing
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies’ engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
Attributes: WGSS Theory Courses

Spring 2020
SEM Section: 01 W 1:10 pm - 3:50 pm Vivian L. Huang

THEA 338 (S) Persona (DPE)
Cross-listings: ARTS 338 THEA 338
Secondary Cross-listing
Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's The art of Cruelty and Cherise Smith's Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study
culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

**Class Format:** studio

**Requirements/Evaluation:** completion of 3 assigned projects, independent project, participation, quality of work

**Prerequisites:** some experience with studio art courses, art history courses, performance experience or consent of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** majors, seniors, juniors, sophomores

**Expected Class Size:** 12

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

**Materials/Lab Fee:** $150 charged to term bill

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

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

ARTS 338 (D1) THEA 338 (D1)

**Difference, Power, and Equity Notes:** Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020

STU Section: 01 TR 11:20 am - 12:35 pm Allana M. Clarke

**WGSS 101** (F)(S) **Introduction to Women's, Gender & Sexuality Studies** (DPE)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** lecture; mix of lecture and seminar meetings

**Requirements/Evaluation:** two short papers, research proposal and final paper; participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 15

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

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

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

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

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

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

SEM Section: 02 TF 2:35 pm - 3:50 pm Kai M. Green

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case
WGSS 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105  ENGL 105  AMST 105

Secondary Cross-listing
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

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:
WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01  TF 2:35 pm - 3:50 pm  Kathryn R. Kent

Spring 2020

SEM Section: 01  TF 2:35 pm - 3:50 pm  Kathryn R. Kent

WGSS 110  (S) The Veil: History and Interpretations  (DPE) (WS)

Cross-listings: ARAB 215  WGSS 110  HIST 110

Secondary Cross-listing
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Class Format: tutorial

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner’s paper; by semester’s end each student will have written a minimum of 40 pages

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

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with
demonstrated interest in the Middle East

**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:**

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

**Attributes:** HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1  TBA  Magnús T. Bernhardsson

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

**Cross-listings:** ENGL 113 AMST 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:** seminar; discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**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:**

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

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (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.
WGSS 132  (F)  Black Writing To/From/About Prison  (DPE) (WS)

Cross-listings:  ENGL 132  WGSS 132

Secondary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like If They Come in the Morning and Captive Genders: Trans Embodiment and the Prison Industrial Complex; autobiographies like that by Malcolm X, Walidah Imanisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGUP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

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

Expected Class Size: 19

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:

ENGL 132 (D1)  WGSS 132 (D2)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C
music, journalism, theory, and memoir—to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships with parents, partners, children, neighbors, or friends can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Class Format: Seminar

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: None

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:

ENGL 139 (D1) COMP 139 (D1) WGSS 139 (D2)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years

Expected Class Size: 15-19

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:

HIST 152 (D2) WGSS 152 (D2)
Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Spring 2020
SEM Section: 01    TR 11:20 am - 12:35 pm    Sara  Dubow

WGSS 177  (S) Gender and Sexuality in Music  (DPE)

Cross-listings: WGSS 177  MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing.

We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences.

Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: seminar

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

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

Distributions: (D2)  (DPE)

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

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020
SEM Section: 01    MR 1:10 pm - 2:25 pm    Corinna S. Campbell

WGSS 202  (F)(S) Foundations in Sexuality Studies  (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.
**Class Format:** discussion

**Requirements/Evaluation:** short papers, possible creative assignments, final essay exam

**Prerequisites:** none, though WGSS 101 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality’s relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of “gay rights” that have developed over time.

**Attributes:** AMST Critical and Cultural Theory Electives  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

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**WGSS 214  (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia** (DPE)

**Cross-listings:** GBST 213  RUSS 213  WGSS 214  COMP 257

**Secondary Cross-listing**

Since Vladimir Putin’s rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin’s topless vacations in Siberia, protests by the feminist collects Pussy Riot and Femen, a 2011 ban on women’s lacy underwear, federal legislation from 2013 prohibiting “homosexual” propaganda, and a 2017 court decision that outlawed a meme of Putin as a “gay clown.” This course examines the Putin regime’s ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens’ performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

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

**Materials/Lab Fee:** books

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

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

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives
WGSS 218  (S)  Gender and Sexuality in the Neo-slave Narrative  (DPE) (WS)

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

**Secondary Cross-listing**

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

**Class Format:** seminar

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

**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:** sophomores

**Expected Class Size:** 19

**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:

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

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

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

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

Spring 2020

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

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

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

**Secondary Cross-listing**

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

**Class Format:** seminar
Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

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 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

WGSS 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Primary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Class Format: seminar

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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:
WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses
The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists have advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

**Class Format:** seminar

**Requirements/Evaluation:** class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and Sociology majors

**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:

SOC 264 (D2) WGSS 263 (D2)

**Difference, Power, and Equity Notes:** This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses
**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance analysis

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**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:**

DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

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**WGSS 274 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid** (DPE)

**Cross-listings:** ENGL 254 WGSS 274

**Secondary Cross-listing**

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

**Class Format:** tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

**Requirements/Evaluation:** five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

**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:** 10

**Enrollment Preferences:** none

**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:**

ENGL 254 (D1) WGSS 274 (D2)

**Difference, Power, and Equity Notes:** Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

**Attributes:** ENGL Post-1900 Courses ENGL 200-level Gateway Courses

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**WGSS 314 (F) The Social Ecology of Racial and Gender Inequity** (DPE)
Cross-listings: WGSS 314  SOC 314

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Class Format: seminar

Requirements/Evaluation: Attendance, Class facilitation, problem identification report, two presentations, refection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

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

Expected Class Size: 19

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

Distributions: (D2)  (DPE)

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

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Greta F. Snyder

WGSS 322  (F) Introduction to Critical Theory  (DPE) (WS)

Cross-listings: WGSS 322  PHIL 321

Secondary Cross-listing

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

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:
WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019
TUT Section: T1 TBA Jana Sawicki

WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 COMP 342 ENGL 340 AMST 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020
SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok
WGSS 344  (F)  Sex, Money, Power, and the Bible  (DPE) (WS)

Cross-listings:  WGSS 344  REL 344

Secondary Cross-listing
Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion seminar

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

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:
WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Tat-siong B. Liew

WGSS 346  (S)  Queer in the City  (DPE)

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both ‘Thin’ and ‘Thick’ descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Class Format: Seminar

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

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

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

 Attributes: FMST Core Courses  WGSS Racial Sexual + Cultural Diversity Courses
WGSS 371  (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE)
Cross-listings:  WGSS 371  ANTH 371  STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation:  four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators
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:
WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.
Attributes:  EXPE Experiential Education Courses  PHLH Methods in Public Health

Fall 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow

WGSS 376  (S)  Sex, Gender, and the Law in U.S. History  (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format: seminar

Requirements/Evaluation:  four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages
Prerequisites: none
Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Spring 2020

SEM Section: 01 Cancelled

WGSS 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Class Format: seminar

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

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:

ENGL 377 (D1) WGSS 377 (D2) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous
risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Prerequisites: 300-level course
Enrollment Limit: 25
Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Materials/Lab Fee: course books and reader packet
Distributions: (D2) (DPE)

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

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019
SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

WGSS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Class Format: Seminar
Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Science and Technology Studies concentrators
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:
WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to “Feminist Technoscience” is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

Difference, Power, and Equity

AFR 105 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)
Cross-listings: AFR 105 ARTH 104

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

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Art History and African Studies majors
Expected Class Size: 40
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 105 (D2) ARTH 104 (D1)

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

Fall 2019
LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Arotsos

AFR 126 (F) Black Literature Matters (DPE) (WS)
Cross-listings: ENGL 126 AFR 126 AMST 126

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

**Class Format:** seminar

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**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:

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

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

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

**Fall 2019**

**SEM Section:** 01 TR 8:30 am - 9:45 am Kimberly S. Love

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

**Cross-listings:** AFR 207 ARTH 207

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors

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

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

**Attributes:** FMST Core Courses

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**Fall 2019**

TUT Section: T1    TBA    Michelle M. Apotsos

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

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

**Secondary Cross-listing**

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

**Class Format:** seminar

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

**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:** sophomores

**Expected Class Size:** 19

**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:**

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

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

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

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

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**Spring 2020**
AFR 223  (F) Politics of Performance/Performing Politics in Contemporary Africa  (DPE) (WS)
Cross-listings:  MUS 222  AFR 223

Secondary Cross-listing

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

Class Format: seminar; this class places a strong emphasis on discussion

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

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

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

Expected Class Size: 10

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:
MUS 222 (D1) AFR 223 (D2)

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

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

Attributes:  GBST African Studies Electives  MUS World Music/Ethnomusicology

Fall 2019
Sem Section: 01  MR 1:10 pm - 2:25 pm  Corinna S. Campbell

AFR 226  (S) Black France/France Noire  (DPE)
Cross-listings:  AFR 226  RLFR 226

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

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:
AFR 226 (D2) RLFR 226 (D1)

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

Spring 2020
SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

AFR 231 (F) The African Anthropocene (DPE)

Cross-listings: STS 231 AFR 231 ENVI 231

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

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

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

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

Fall 2019
SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

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

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

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

**Class Format:** Seminar

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

**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:** first-years and sophomores

**Expected Class Size:** 19

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

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

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

**Attributes:** ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Kimberly S. Love

**AFR 339 (S) Black Counterpublic Sphere in Early America** (DPE)

**Cross-listings:** ENGL 339 AFR 339

**Secondary Cross-listing**

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

**Class Format:** seminar

**Requirements/Evaluation:** three critical response papers of two pages each and a culminating research project with 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

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**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:

ENGL 339 (D1) AFR 339 (D2)
Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kimberly S. Love

AFR 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity-for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

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:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Roger A. Kittleson

AFR 357 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

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

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference—and their roles in hierarchical distributions of social and political power—have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01  MR 2:35 pm - 3:50 pm  Jacqueline Hidalgo

AFR 369 (S) African Art and the Western Museum  (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

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

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

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:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of
Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020
TUT Section: T1    TBA     Michelle M. Apotsos

AMST 101  (F)(S)  America: the Nation and Its Discontents  (DPE) (WS)
America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Requirements/Evaluation: total of 20 pages of writing; several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE) (WS)

Writing Skills Notes: This course satisfies the writing skills requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced. Total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Attributes: EXPE Experiential Education Courses

Fall 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Dorothy J. Wang

Spring 2020
SEM Section: 01    MR 1:10 pm - 2:25 pm     Eli Nelson

AMST 105  (F)(S)  American Girlhoods  (DPE) (WS)
Cross-listings:  WGSS 105  ENGL 105  AMST 105
Secondary Cross-listing
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class
Expected Class Size: 19

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:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

Spring 2020
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

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

Cross-listings: ENGL 113  AMST 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: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

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:

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

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (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 2019

SEM Section: 01  MWF 8:30 am - 9:45 am  Bethany  Hicok

**AMST 114  (S)  Of Caravans and Narcos: U.S. Media Narratives about Central and South America**  (DPE)

**Cross-listings:**  LATS 114  AMST 114

**Secondary Cross-listing**

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

**Class Format:** Discussion

**Requirements/Evaluation:** two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:**  LATS concentrators by seniority; AMST majors by seniority

**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:

LATS 114 (D2)  AMST 114 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

**Attributes:**  LATS Core Electives  LATS Countries of Origin + Transnationalism Elect

Spring 2020

SEM Section: 01  TR 9:55 am - 11:10 am  Maria Elena  Cepeda

**AMST 126  (F)  Black Literature Matters**  (DPE)  (WS)

**Cross-listings:**  ENGL 126  AFR 126  AMST 126

**Secondary Cross-listing**

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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:

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

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

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

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love

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

Cross-listings: AMST 142 STS 142

Primary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

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

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and 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:** This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

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

Fall 2019

TUT Section: T1    TBA     Eli Nelson

**AMST 163  (S) From Wampum to Phillis Wheatley: Communications in Early America  (DPE) (WS)**

**Cross-listings:** AMST 163  HIST 163

**Secondary Cross-listing**

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** seminar discussion

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

**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; juniors and seniors only with the permission of the instructor

**Expected Class Size:** 19

**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 163 (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 delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

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

Spring 2020

SEM Section: 01    TR 9:55 am - 11:10 am     Christine DeLucia
Have you ever tried to relate your experiences, rooted in your own complex identities, history, and social networks, to those of others you perceive as different and perhaps allied, but found you lacked some fundamental vocabulary? This is a common problem, even for critical theorists who take as their object of study political, affective, and epistemological structures of difference and power. Critical race, postcolonial, Indigenous, and queer theories have often centered the relationship between the normative and non-normative, between straight and queer, colonizer and colonized, and white and black. Connections between the differently non-normative can sometimes be pushed to the periphery. But what if we were to center that periphery? What views of complex power structures and new avenues of thought and solidarity would arise if we took as our starting point the social and theoretical interconnectedness and overlap of black, brown, and queer folks? This course will serve as an introduction to critical race, postcolonial, Indigenous, and queer theories as conceptually and phenomenologically interlocking and allied fields. By reading with theorists in all these traditions and at their intersections, we will explore how blackness, indigeneity, and brownness are constructed and function in the context of colonialism and settler colonialism, how differently racialized bodies are sexed and sexualized, and how queerness as method can speak across these issues. No background in critical theory is required for this course. We will focus on how to read and discuss theory, and how to think holistically about the structures that work to keep us divided.

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Eli Nelson

AMST 213 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

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:
THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020
SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

AMST 214 (F) Performance Ethnography (DPE)
Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

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

Class Format: community-based fieldwork
Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none
Enrollment Limit: 15
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:
DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students’ critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)
Cross-listings: WGSS 218 AMST 218 ENGL 218 AFR 218

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

**Class Format:** seminar

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

**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:** sophomores

**Expected Class Size:** 19

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

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

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

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

Spring 2020

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

**AMST 223 (F) Eating Empire: Asian/Pacific Islander/American Foodways and Culture (DPE)**

"War is probably the single most powerful instrument of dietary change in human experience." --Sidney Mintz. Cans of spam, bars of chocolate, and bubbling pots of military stew. A motley mix of sucrose, sodium, monosodium glutamate, and spices; often overprocessed, constantly repackaged, sometimes illicitly exchanged, and daily consumed. In this course, we will take an interdisciplinary approach to exploring the historical processes, social practices, and cultural politics of food in the age of U.S. empire, mapping out reverse pathways from our palates, plates, counters, and kitchens towards the lands and seas that connect the Americas, the Pacific Islands, and Asia in the 20th and 21st centuries. We will examine food through a range of contexts and case studies, including but not limited to scholarship, (auto)ethnography, literature, film, television, advertising, social media, and blogs. We will ask: how is food entangled within histories and patterns of war, imperialism, settler colonialism, capitalism, diaspora, and migration? What does food tell us about our attachments, investments, and (dis)taste for narratives around democracy and multiculturalism, authenticity and appropriation, gentrification and privilege, "tradition" and change? Finally, how can food help us reimagine the social and political dimensions of the places we live in and nourish pathways to decolonial futures and possibilities? This will be primarily a discussion-based seminar although a minimal amount of cooking may also be required.

**Requirements/Evaluation:** participation (attendance, discussion, posts), reading responses, short video, fieldwork, final analytical paper/project

**Prerequisites:** AMST 101

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
**AMST 226 (S) Gender and the Dancing Body (DPE)**

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

**Class Format:** seminar

**Requirements/Evaluation:** class participation, reading responses and essays, and presentations

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

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

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

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

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

**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.

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

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

**Class Format:** seminar

**Requirements/Evaluation:** two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19
AMST 249 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Secondary Cross-listing

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

Class Format: Seminar

Requirements/Evaluation: 2 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

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

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

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

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

Cross-listings: HIST 254 AMST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia
before Columbus’s arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and
homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the
"Columbian Exchange," and contended with Euro-colonial projects of “discovery” and colonization. Indigenous nations’ multifaceted efforts to maintain
sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native
communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals,
diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day
debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to
Native histories 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 particular Indigenous homelands in which Williams College is located.

Class Format: lecture/discussion

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 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:
HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and
forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into
methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches
to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

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

Class Format: Seminar

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

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: first-years and sophomores

Expected Class Size: 19

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

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

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

Attributes: ENGL 200-level Gateway Courses

Spring 2020
SEM Section: 01    TR 9:55 am - 11:10 am     Kimberly S. Love

AMST 327  (S) Racial and Religious Mixture  (DPE)

Cross-listings: AMST 327  AFR 357  LATS 327  REL 314

Secondary Cross-listing
The very term “mixture” implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion
Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference—and their roles in hierarchical distributions of social and political power—have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020
SEM Section: 01    MR 2:35 pm - 3:50 pm     Jacqueline  Hidalgo

AMST 340  (S) Elizabeth Bishop in the Americas  (DPE)

Cross-listings: WGSS 340  COMP 342  ENGL 340  AMST 340

Secondary Cross-listing
Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a
North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

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

AMST 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Secondary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawaiʻi and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogenous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawaiʻi, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshop more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 8

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 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai‘i.

Fall 2019
SEM Section: 01  Cancelled

AMST 353  (S)  Is Science Native to Turtle Island? The History of Native Science in North America  (DPE)

Cross-listings: STS 353 AMST 353

Primary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

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

Spring 2020
SEM Section: 01  W 1:10 pm - 3:50 pm  Eli Nelson

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

Cross-listings: AMST 360 HIST 361

Secondary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among
Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** lecture will alternate with seminar-type discussion of readings

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** sophomore, junior, and senior History majors

**Expected Class Size:** 15

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

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

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

AMST 360 (D2) HIST 361 (D2)

**Difference, Power, and Equity Notes:** This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01   MR 1:10 pm - 2:25 pm   Christine DeLucia

**AMST 381 (S) The Legal History of Asian America  (DPE)**

**Cross-listings:** AMST 381 HIST 381

**Secondary Cross-listing**

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

**Class Format:** lecture

**Requirements/Evaluation:** two 2- to 3-page response papers, two-5- to 7-page essays, one final paper of 15 pages

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 20

**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 381 (D2) HIST 381 (D2)

**Difference, Power, and Equity Notes:** This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal
decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

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

Spring 2020

LEC Section: 01   MR 1:10 pm - 2:25 pm   Scott Wong

**AMST 384 (F) Selected Topics in Asian American Studies** (DPE)

**Cross-listings:** AMST 384  HIST 384  ASST 384

**Secondary Cross-listing**

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

**Class Format:** lecture

**Requirements/Evaluation:** papers

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** Senior first, then anyone

**Expected Class Size:** 20

**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 384 (D2) HIST 384 (D2) ASST 384 (D2)

**Difference, Power, and Equity Notes:** This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

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

Fall 2019

LEC Section: 01   TR 11:20 am - 12:35 pm   Scott Wong

**AMST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums** (DPE)

**Cross-listings:** AMST 455  HIST 455

**Secondary Cross-listing**

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

**Prerequisites:** none
Enrollment Limit: 15
Enrollment Preferences: junior and senior History and American Studies majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 455 (D2) HIST 455 (D2)
Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).
Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020
SEM Section: 01 W 1:10 pm - 3:50 pm Christine DeLucia

AMST 468 (F) Race, Empire, and the Birth of the American Century (DPE)
Cross-listings: HIST 468 AMST 468
Secondary Cross-listing
This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.
Class Format: seminar
Requirements/Evaluation: a series of weekly papers and a final research paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: must be a History or American Studies major
Expected Class Size: 15-19
Grading: no pass/fail option, no fifth course option
Unit Notes: History department senior seminar
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 468 (D2) AMST 468 (D2)
Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.
Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

ANTH 101 (F)(S) How to Be Human (DPE)
Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost
exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

**Class Format:** discussion of case studies and ethnographic films

**Requirements/Evaluation:** two short essays, a final examination and class participation

**Prerequisites:** first-year students and sophomores

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students; sophomores may enroll if there is room

**Expected Class Size:** 30

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

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

**Difference, Power, and Equity Notes:** The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

**Fall 2019**

LEC Section: 01    MWF 11:00 am - 12:15 pm    Peter Just

**Spring 2020**

LEC Section: 01    MR 2:35 pm - 3:50 pm    Joel Lee

**ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)**

**Cross-listings:** CHIN 134  REL 134  COMP 134  ANTH 134

**Secondary Cross-listing**

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as an aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** tutorial course will involve an experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**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:**

CHIN 134 (D1) REL 134 (D2) COMP 134 (D1) ANTH 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics
of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020
TUT Section: T1 TBA Christopher M. B. Nugent

ANTH 215 (F) Performance Ethnography (DPE)
Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

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

Class Format: community-based fieldwork
Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay
Prerequisites: none
Enrollment Limit: 15
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:
DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Munjuika Tarah

ANTH 240 (S) Work as a Cultural System (DPE)
"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are homo faber, the species that makes its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Class Format: seminar
Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

**Difference, Power, and Equity Notes:** Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2020

SEM Section: 01    TR 9:55 am - 11:10 am    Peter  Just

**ANTH 269  (F)(S) Mindsight: Mindfulness and Medicine  (DPE) (WS)**

**Cross-listings:** REL 269  STS 269  ANTH 269  ASST 269

**Primary Cross-listing**

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

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:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives  PHLH Social Determinants of Health

Fall 2019

TUT Section: T1    TBA    Kim  Gutschow
**ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)**

Cross-listings: WGSS 371  ANTH 371  STS 370

Primary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

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:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses  PHLH Methods in Public Health

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**ARAB 207 (F) The Modern Middle East (DPE)**

Cross-listings: HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson

ARAB 211  (S) Understanding 9/11 and the War in Iraq  (DPE)

Cross-listings: HIST 211 ARAB 211

Secondary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Class Format: lecture

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

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:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East  HIST Group G Electives - Global History

Spring 2020

LEC Section: 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson
ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Class Format: tutorial

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

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

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

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:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBA Magnús T. Bernhardsson

ARAB 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01    TF 1:10 pm - 2:25 pm    Holly Edwards

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249  COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their cultural competence. Using al-Kitaad as well as a variety of authentic written and audiovisual materials to immerse students in Arabic language and culture, the course will allow students to achieve an advanced grammatical, cultural and oral proficiency in Modern Standard Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments entirely in Arabic.
Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam
Prerequisites: ARAB 202
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will understand the relations of power between the different varieties of Arabic language. Students will grasp the gendered aspects of Arabic language and understand how it relates to English. Through their engagement with Arabic texts and audiovisual materials, students will deconstruct cultural and sociopolitical issues that directly related to the environment, society, politics, and power.

Fall 2019
LEC Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

ARAB 302  (S) Advanced Arabic 2  (DPE) (WS)
A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Class Format: lecture
Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects
Prerequisites: ARAB 301 or equivalent
Enrollment Limit: none
Enrollment Preferences: None
Expected Class Size: 6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language; students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will learn about gender relations and power dynamics in the Arabic-speaking region; students will produce projects that address language politics, colonialism, sexism, feminism, and environmental losses in the Maghreb and the Middle East; and students will acquire the language necessary to discuss diverse topics related to power, gender, and the environment, such as recycling, new economies, and changing gender roles in society.

Spring 2020
LEC Section: 01 MWF 10:00 am - 10:50 am Brahim El Guabli

ARAB 329  (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World  (DPE) (WS)
In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and
commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa’d al-Shathl’ who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as epistêmê and as teqnê to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (The Mehlis Report by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (Granada by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation-state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Fall 2019

SEM Section: 01 Cancelled

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

ARAB 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 COMP 363 JWST 268 HIST 311 REL 268

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: Seminar

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: None
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020
SEM Section: 01 Cancelled

ARTH 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE) (WS)

Cross-listings: ARTH 103 ASST 103

Primary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: lecture with limited # of class discussion; some classes may be conducted at WCMA
Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance
Prerequisites: None
Enrollment Limit: none
Enrollment Preferences: Art History majors
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 103 (D1) ASST 103 (D1)
Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020
LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)
Cross-listings: AFR 105 ARTH 104

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

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Art History and African Studies majors
Expected Class Size: 40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 105 (D2) ARTH 104 (D1)

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

Fall 2019
LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Apotsos

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

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

AFR 207 (D2) ARTH 207 (D1)

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

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

Attributes: FMST Core Courses

Fall 2019
TUT Section: T1 TBA Michelle M. Apotsos

ARTH 210 (F) Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art “native” to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists’ shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists’ own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres—from painting and sculpture to printmaking, photography, conceptual, installation, and performance art—and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, weekly short reading responses, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 25

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural
biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses  LATS Countries of Origin + Transnationalism Elect

Fall 2019

LEC Section: 01    MR 2:35 pm - 3:50 pm    Mari Rodriguez Binnie

**ARTH 222 (S) Photography in/of the Middle East (DPE)**

**Cross-listings:** ARAB 222  ARTH 222  

**Primary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm, Glow posts, term project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15-20

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

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

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

ARAB 222 (D1)  ARTH 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01    TF 1:10 pm - 2:25 pm    Holly Edwards

**ARTH 308 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369  ARTH 308  

**Primary Cross-listing**

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

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBA Michelle M. Apsilos

ARTH 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Primary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai‘i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogenous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai‘i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 8

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

Distributions: (D1) (DPE)

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

AMST 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai‘i.

Fall 2019
ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: ARTH 440 LATS 440

Primary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

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

Expected Class Size: 12

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

Distributions: (D1) (DPE)

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

ARTH 440 (D1) LATS 440 (D2)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

ARTS 338 (S) Persona (DPE)

Cross-listings: ARTS 338 THEA 338

Primary Cross-listing

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson’s The Art of Cruelty and Cherise Smith’s Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Class Format: studio

Requirements/Evaluation: completion of 3 assigned projects, independent project, participation, quality of work

Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor

Enrollment Limit: 14
Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 12

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

Materials/Lab Fee: $150 charged to term bill

Distributions: (D1) (DPE)

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

ARS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020
STU Section: 01 TR 11:20 am - 12:35 pm Allana M. Clarke

ASST 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE) (WS)

Cross-listings: ARTH 103 ASST 103

Secondary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan’s samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: lecture with limited # of class discussion; some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: None

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

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

Distributions: (D1) (DPE) (WS)

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

ARTH 103 (D1) ASST 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.
Spring 2020
LEC Section: 01  TR 9:55 am - 11:10 am  Ju-Yu Scarlett Jang

ASST 269 (F)(S)  Mindsight: Mindfulness and Medicine  (DPE) (WS)
Cross-listings:  REL 269  STS 269  ANTH 269  ASST 269
Secondary Cross-listing
This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning
Requirements/Evaluation: weekly tutorial papers and discussion
Prerequisites: a course on Buddhism is preferred but not required
Enrollment Limit: 10
Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors
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:
REL 269 (D2)  STS 269 (D2)  ANTH 269 (D2)  ASST 269 (D2)
Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.
Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.
Attributes: GBST South + Southeast Asia Studies Electives  PHLH Social Determinants of Health

Fall 2019
TUT Section: T1  TBA  Kim Gutschow

Spring 2020
TUT Section: T1  Cancelled

ASST 384 (F)  Selected Topics in Asian American Studies  (DPE)
Cross-listings:  AMST 384  HIST 384  ASST 384
Secondary Cross-listing
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using
historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the “model minority,” legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

**Class Format:** lecture

**Requirements/Evaluation:** papers

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** Senior first, then anyone

**Expected Class Size:** 20

**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 384 (D2) HIST 384 (D2) ASST 384 (D2)

**Difference, Power, and Equity Notes:** This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

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

Fall 2019

LEC Section: 01    TR 11:20 am - 12:35 pm    Scott Wong

**BIOL 134 (F) The Tropics: Biology and Social Issues** (DPE)

**Cross-listings:** BIOL 134  ENVI 134

**Primary Cross-listing**

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** lectures and debates

**Requirements/Evaluation:** two hour exams, a short paper, panel preparation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** seniors, juniors, sophomores, and first-year students--in that order

**Expected Class Size:** 60

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

**Unit Notes:** does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (DPE)

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

BIOL 134 (D3) ENVI 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.
Fall 2019
LEC Section: 01    MWF 9:00 am - 9:50 am    Joan Edwards

CHIN 134  (S)  Leaving the World Behind: The Literature of Reclusion  (DPE)  (WS)
Cross-listings:  CHIN 134  REL 134  COMP 134  ANTH 134

Primary Cross-listing
Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.”
Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial course will involve an experiential component
Requirements/Evaluation: tutorial papers, responses, and an individual project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors
Expected Class Size: 10
Grading:  no pass/fail option, no fifth course option
Distributions: (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 134 (D1) REL 134 (D2) COMP 134 (D1) ANTH 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020
TUT Section: T1 TBA Christopher M. B. Nugent
TUT Section: T1 TBA Christopher M. B. Nugent

COMP 139  (S)  Living a Feminist Life  (DPE)  (WS)
Cross-listings:  ENGL 139  COMP 139  WGSS 139
Secondary Cross-listing
The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry,
music, journalism, theory, and memoir—to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships—with parents, partners, children, neighbors, or friends—can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Class Format: Seminar

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: None

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

ENGL 139 (D1) COMP 139 (D1) WGSS 139 (D2)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 C emailed as cancelled

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: seminar

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

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

Spring 2020

SEM Section: 01    TR 9:55 am - 11:10 am    Emily Vasiliauskas

COMP 249  (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures  (DPE) (WS)

Cross-listings: ARAB 249  COMP 249

Secondary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

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

Distributions: (D1)  (DPE)  (WS)

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

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli
Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films will have English subtitles.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

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

Materials/Lab Fee: books

Distributions: (D1) (DPE)

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

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Julie A. Cassiday

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01    W 1:10 pm - 3:50 pm     Vivian L. Huang

COMP 273 (S) Detectives Without Borders  (DPE) (WS)

Cross-listings: ENGL 273  COMP 273

Primary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Class Format: seminar

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

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

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01    MR 2:35 pm - 3:50 pm     Michele Monserrati
The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró'ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe' Pawlikowski, and Steven Spielberg.

Class Format: Seminar

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

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

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled
COMP 342 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340  COMP 342  ENGL 340  AMST 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25

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

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives  ENGL Criticism Courses  ENGL Literary Histories C
COMP 363 (S) Where are all the Jews?  (DPE) (WS)

**Cross-listings:** ARAB 363  COMP 363  JWST 268  HIST 311  REL 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** Seminar

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** None

**Expected Class Size:** 19

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

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

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COMP 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World  (DPE)

**Cross-listings:** ENGL 377  WGSS 377  COMP 377

**Secondary Cross-listing**

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into “higher” forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others—and follow the ways in which they are revisited and rewritten by contemporary American and
Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Class Format: seminar

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

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

Distributions: (D1) (DPE)

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

ENGL 377 (D1) WGSS 377 (D2) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

COMP 387 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENGL 347 ENVI 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifications elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Class Format: seminar

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

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

Distributions: (D1) (DPE)

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

COMP 387 (D1) ENGL 347 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.
Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

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

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

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

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.
and Farhadi’s *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

**Class Format:** discussion seminar/tutorial conferences

**Requirements/Evaluation:** one 5-page paper, and a final 15-page paper

**Prerequisites:** a 300-level ENGL course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English Majors; Comparative Literature Majors

**Expected Class Size:** 15

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

**Materials/Lab Fee:** course packet

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

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

COMP 407 (D1) ENGL 407 (D1)

**Difference, Power, and Equity Notes:** The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances--intimately and close to home.

**Attributes:** ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye

**DANC 214 (F) Performance Ethnography** (DPE)

**Cross-listings:** DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

**Primary Cross-listing**

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

**Class Format:** community-based fieldwork

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

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

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

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

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

**Difference, Power, and Equity Notes:** This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students’ critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.
DANC 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Primary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

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

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

Primary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

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

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

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

**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 2020

SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

**DANC 267 (S) Performance Studies: An Introduction** (DPE)

**Cross-listings:** DANC 267  WGSS 267  THEA 267  COMP 267

**Secondary Cross-listing**

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Class Format:** seminar

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

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

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

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

DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies’ engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

Spring 2020

SEM Section: 01    W 1:10 pm - 3:50 pm     Vivian L. Huang

**ECON 204 (S) Economics of Developing Countries** (DPE)

**Cross-listings:** ENVI 234  ECON 204

**Primary Cross-listing**

The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major
obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion

Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

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:
ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Michael Samson

ECON 257 (S) The Economics of Race (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

Class Format: lecture

Requirements/Evaluation: exams, papers, problem sets, participation

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first come first serve

Expected Class Size: 30

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Owen Thompson
ENGL 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019
SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020
SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

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

Cross-listings: ENGL 113 AMST 113 WGSS 113

Primary 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: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly pf discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (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 2019
SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

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

Cross-listings: ENGL 126  AFR 126  AMST 126

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

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 126 (D1) AFR 126 (D2) AMST 126 (D2)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.
Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019
SEM Section: 01    TR 8:30 am - 9:45 am    Kimberly S. Love

ENGL 132  (F)  Black Writing To/From/About Prison  (DPE) (WS)
Cross-listings:  ENGL 132  WGSS 132
Primary Cross-listing
This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like If They Come in the Morning and Captive Genders: Trans Embodiment and the Prison Industrial Complex; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGUP (Transgender Gender Variant Intersex Justice Project).
Class Format: seminar discussion, engagement with guest speakers, engagement with Special Collections
Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions:  (D1)  (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 132 (D1) WGSS 132 (D2)
Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.
Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.
Attributes:  ENGL Literary Histories C

Fall 2019
SEM Section: 01    MW 7:00 pm - 8:15 pm    Ianna Hawkins Owen

ENGL 134  (F)  Contemporary US Literature, Postcolonial Studies, & The Politics of Culture in the Age of Trump  (DPE) (WS)
In this course we will read a handful of contemporary US novels and explore whether postcolonial theory can provide a critical vocabulary that helps situate the "others" of contemporary nationalism in an intersectional framework. From the enduring legacies and ongoing violence of settler colonial genocide and transatlantic slavery to the xenophobic disregard for human life during the war in Iraq and the current war on immigrants, we will
consider how these novels expose the deeply engrained forms of racism, fear, privilege, and paranoia that subtend dominant discourses of US nationalism in the age of Trump. Over the course of the semester, we will explore the power and allure of this exclusionary nationalism as well as how it is constructed and reproduced through cultural fantasies such as American innocence and exceptionalism, the American dream, and the American frontier. We will pay equally close attention to the ways that the works we read radically unsettle the conceptual borders of geographical space and historical time that regulate who is included and who is excluded from -- to use Benedict Anderson's influential formulation -- the "imagined political community" of the United States. Readings will include There There by Tommy Orange, Signs Preceding the End of the World by Yuri Herrera, Homegoing by Yaa Gyasi, and The Book of Collateral Damage by Sinan Antoon.

Class Format: seminar
Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will do at least 20 pages of writing including three papers, a revision of one paper with editorial changes explained in endnotes, as well as two editorial responses to the work of another student. In addition to two in-class workshops, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Difference, Power, and Equity Notes: In course readings, written assignments, and seminar discussions, students will address contemporary debates related to US nationalism and its "others." During the semester students will consider the disturbing normalization of white nationalism as well as the imperatives of thinking about collectivity and self/other relations beyond assimilative understandings of diversity and multiculturalism.

Fall 2019
SEM Section: 01    MW 8:30 am - 9:45 am     Anuj Kapoor

ENGL 139 (S) Living a Feminist Life  (DPE) (WS)
Cross-listings: ENGL 139 COMP 139 WGSS 139
Primary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Class Format: Seminar
Requirements/Evaluation: five short written assignments and one final research project
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: None
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 139 (D1) COMP 139 (D1) WGSS 139 (D2)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020
SEM Section: 01 Cancelled

ENGL 206 (F) We Aren't The World: “Global” Anglophone Literature and the Politics of Literary Language (DPE) (WS)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Class Format: seminar

Requirements/Evaluation: four short papers (5 pages), a presentation, and a final research project

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

Enrollment Limit: 19

Enrollment Preferences: potential English majors and those who have yet to take a Gateway course

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write daily in class, submit four short (5-page) and one longer paper (10-page), as well as reading questions before each class. At least one class session per week will center writing skills and revision.

Difference, Power, and Equity Notes: This course will introduce students to the colonial legacies of literary language politics. Authors represent a range of literary traditions from West Africa to the Caribbean to South and South East Asia and beyond. Class discussion will also focus on issues of gender, race, and class in imperial history and neoimperialism.

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

Fall 2019
SEM Section: 01 Cancelled

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

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

Primary Cross-listing

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

Class Format: seminar

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

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: sophomores

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

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

Spring 2020

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

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World  (DPE) (WS)

Cross-listings: COMP 230  ENGL 228

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: seminar

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

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

Spring 2020

ENGL 246 (S) The Love of Literature (DPE) (WS)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Class Format: seminar

Requirements/Evaluation: three papers of increasing length and complexity, totaling 20 pages of finished 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: those interested in majoring in English

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, and substantive, writing-strategies focused feedback on writing assignments.

Difference, Power, and Equity Notes: The course materials and discussion emphasizes questions of gender, sexuality, and race.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

ENGL 252 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Secondary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.
**Class Format:** studio/workshop

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

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**Fall 2019**

STU Section: 01  W 1:10 pm - 3:50 pm  Nelly A. Rosario

**Spring 2020**

STU Section: 01  MR 1:10 pm - 2:25 pm  Nelly A. Rosario

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**ENGL 254 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)**

**Cross-listings:** ENGL 254  WGSS 274

**Primary Cross-listing**

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

**Class Format:** tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

**Requirements/Evaluation:** five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

**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:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 10

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

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

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

ENGL 254 (D1) WGSS 274 (D2)

**Difference, Power, and Equity Notes:** Students will center afro-caribbean women’s subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

**Attributes:** ENGL Post-1900 Courses  ENGL 200-level Gateway Courses
Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Class Format: seminar

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

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

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

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

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students’ ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.
ENGL 308 (F) Disposable Subjects  (DPE)

According to the critical theorist Achille Mbembe, a defining characteristic of political power in the globalizing world of the 21st century is "the capacity to define who matters and who does not, who is disposable and who is not." For Mbembe, globalization is not only defined by a heightened awareness of an integrated and interdependent world, but also by the production of "death-worlds...in which vast populations are subjected to conditions of life conferring upon them the status of living dead." This course turns to a body of fiction and film from across the world that addresses these "death-worlds" and the disposable subjects who inhabit them. During the semester we will approach human disposability through a variety of critical lenses: neoliberal capitalism, late colonial occupation and counterinsurgency, as well as the policing of global difference in its many forms, including ethnicity, gender, and caste. We will also consider the ways that necropolitics reproduce and globalize forms of sovereignty that have been historically exercised with impunity and without limits over indigenous peoples, the enslaved, and the colonized. All in all, our primary focus in this course will be on the ways that the texts we read unsettle and frustrate normative responses -- ethical, political, humanitarian -- to scenes of global suffering, protracted dispossession, and incessant violence. Readings will explore, among other topics, forced migrant labor in Saudi Arabia (Benyamin's goat days), the blurred lines between being and non-being in contemporary Palestinian life (Ibtsam Azem's The Book of Disappearance), and the global refugee "crisis" (Mohsin Hamid's Exit West).

Class Format: seminar

Requirements/Evaluation: weekly reading responses on GLOW, active class participation, a close reading (2-3 pp.) to be revised into a formal essay (5-6 pp.), a final research project (8-10 pp.)

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

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: In readings, seminar discussions, and written assignments students will examine the ethical and political implications that attend the representation of political violence in a body of 21st century fiction and film from across the world. Students will consider human disposability in the era of globalization through a variety of critical lenses: colonialism, capitalism, war and terror, as well as the policing of difference in its many forms including ethnicity, gender, and caste.
ENGL 339 (S) Black Counterpublic Sphere in Early America  (DPE)

**Cross-listings:** ENGL 339  AFR 339

**Primary Cross-listing**

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

**Class Format:** seminar

**Requirements/Evaluation:** three critical response papers of two pages each and a culminating research project with 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

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 25

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

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

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

ENGL 339 (D1)  AFR 339 (D2)

**Difference, Power, and Equity Notes:** This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

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

**Enrollment Limit:** 25

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

**Expected Class Size:** 15

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

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

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

WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)

**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

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Spring 2020

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

**ENGL 347 (S) Big Game: Adventure, Empire, Ecology (DPE)**

**Cross-listings:** COMP 387 ENGL 347 ENVI 347

**Primary Cross-listing**

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

**Class Format:** seminar

**Requirements/Evaluation:** presentation, short paper and revision, final research project

**Prerequisites:** one lower-division literature or related course

**Enrollment Limit:** 25

**Enrollment Preferences:** students with related course experience

**Expected Class Size:** 25

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

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

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

COMP 387 (D1) ENGL 347 (D1) ENVI 347 (D1)

**Difference, Power, and Equity Notes:** This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

**Attributes:** ENGL Literary Histories B

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Spring 2020

SEM Section: 01 Cancelled
ENGL 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World  (DPE)

Cross-listings:  ENGL 377  WGSS 377  COMP 377

Primary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Class Format: seminar

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

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

Distributions: (D1) (DPE)

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

ENGL 377 (D1) WGSS 377 (D2) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01    Cancelled

ENGL 407 (F) Literature, Justice and Community  (DPE)

Cross-listings:  COMP 407  ENGL 407

Primary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides’ Bacchae , Nuruddin Farah’s Maps , Louise Erdrich’s poetry, and Farhadi’s A Separation . But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion seminar/tutorial conferences

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15
Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

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

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

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

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses  JLST Interdepartmental Electives

Fall 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Christopher L. Pye

ENVI 134  (F)  The Tropics: Biology and Social Issues  (DPE)

Cross-listings: BIOL 134  ENVI 134

Secondary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: lectures and debates

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students--in that order

Expected Class Size: 60

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

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

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

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives  EVST Living Systems Courses  GBST African Studies Electives  PHLH Biomedical Determinants of Health

Fall 2019
ENVI 231  (F)  The African Anthropocene  (DPE)
Cross listings:  STS 231  AFR 231  ENVI 231

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

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

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

Prerequisites: none

Enrollment Limit: 19

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

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

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

Fall 2019

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

ENVI 234  (S)  Economics of Developing Countries  (DPE)
Cross listings:  ENVI 234  ECON 204

Secondary Cross-listing
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion

Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

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:
ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020
LEC Section: 01  M 7:00 pm - 9:40 pm  Michael Samson

ENVI 246  (F) Race, Power, & Food History  (DPE)

Cross-listings:  HIST 265  AMST 245  ENVI 246

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

Class Format: seminar
Requirements/Evaluation:  two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size:  19
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

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

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019
SEM Section: 01  TF 2:35 pm - 3:50 pm  April Merleaux

ENVI 250  (S) Environmental Justice  (DPE)

Cross-listings:  ENVI 250  STS 250

Primary Cross-listing
How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion
intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Class Format:** seminar

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Environmental 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:

ENVI 250 (D2) STS 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

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**ENVI 340 (F) Posthuman Ecologies: Bodies, Environments, Art**  (DPE) (WS)

**Cross-listings:** ENVI 340 GERM 339 COMP 339

**Secondary Cross-listing**

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of own bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include Mad Max: Fury Road, Metropolis, Ex-Machina, and episodes of West World and Black Mirror.

**Class Format:** Seminar

**Requirements/Evaluation:** four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 14

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

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

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

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

**Writing Skills Notes:** The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019
SEM Section: 01      Cancelled

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)
Cross-listings: COMP 387  ENGL 347  ENVI 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Class Format: seminar
Requirements/Evaluation: presentation, short paper and revision, final research project
Prerequisites: one lower-division literature or related course
Enrollment Limit: 25
Enrollment Preferences: students with related course experience
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 387 (D1) ENGL 347 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.
Attributes: ENGL Literary Histories B

Spring 2020
SEM Section: 01      Cancelled

GBST 101 (F) The Modern Middle East (DPE)
Cross-listings: HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

GBST 213  (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia  (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Materials/Lab Fee: books

Distributions: (D2)  (DPE)

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

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Julie A. Cassiday
GBST 214 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216  DANC 216  GBST 214  AMST 213

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

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:

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

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01    TR 9:55 am - 11:10 am     Munjulika Tarah

GBST 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214  GBST 215  THEA 215  AMST 214  ANTH 215

Secondary Cross-listing

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

Class Format: community-based fieldwork

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

Prerequisites: none

Enrollment Limit: 15

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:
Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

GBST 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249  GBST 246  THEA 246

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

Class Format: Seminar

Requirements/Evaluation: 2 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

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

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

Fall 2019
SEM Section: 01    M 7:00 pm - 9:40 pm     Shanti Pillai

GEOS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106  PHYS 106  STS 106

Secondary Cross-listing
This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students’ abilities to participate in STEM fields.

Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.
**Class Format:** Class discussions, group project work (out of class time required)

**Requirements/Evaluation:** Short response papers, class discussion participation, leading class discussions, group work, and final project.

**Enrollment Limit:** 15

**Enrollment Preferences:** DIV III majors; statement of interest may be requested if course over-enrolls

**Expected Class Size:** 15

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

**Unit Notes:** Does not count towards GEOS or PHYS major credit

**Distributions:** (D3) (DPE)

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

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

**Difference, Power, and Equity Notes:** This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

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**Fall 2019**

**SEM Section:** 01  W 1:10 pm - 3:50 pm  Savan Kharel, Phoebe A. Cohen

**GERM 280 (F) Art at its Limits: Representing the Holocaust**  (DPE) (WS)

**Cross-listings:** COMP 280  JWST 280  GERM 280

**Primary Cross-listing**

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró’ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe’ Pawlikowski, and Steven Spielberg.

**Class Format:** Seminar

**Requirements/Evaluation:** three 2-page critical responses, oral presentation, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** German and Comparative Literature majors

**Expected Class Size:** 14

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

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

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

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

**Writing Skills Notes:** Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted
groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019
SEM Section: 01 Cancelled

GERM 339  (F) Posthuman Ecologies: Bodies, Environments, Art  (DPE)  (WS)
Cross-listings:  ENVI 340  GERM 339  COMP 339

Primary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of own bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include Mad Max: Fury Road, Metropolis, Ex-Machina, and episodes of West World and Black Mirror.

Class Format: Seminar
Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 340 (D1)  GERM 339 (D1)  COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019
SEM Section: 01 Cancelled

GERM 401  (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)
Cross-listings:  COMP 401  WGSS 401  GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that
resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

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

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

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

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

HIST 103 (F) Growing up in Africa/Growing up African (DPE) (WS)

Most African nations today are youthful; while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority—responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize "the youth" as nation builders and manage their behaviors since the 1950s—and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans’ experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Class Format: tutorial

Requirements/Evaluation: five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will be revised and resubmitted

Prerequisites: first-years and sophomores

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays.
and students will choose one essay to revise for resubmission at the end of the semester.

**Difference, Power, and Equity Notes:** The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.

**Attributes:** HIST Group A Electives - Africa

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**Fall 2019**

TUT Section: T1   TBA   Matthew Swagler

**HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)**

**Cross-listings:** ARAB 215  WGSS 110  HIST 110

**Primary Cross-listing**

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

**Class Format:** tutorial

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

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

**Enrollment Limit:** 10

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

**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:

ARAB 215 (D2)  WGSS 110 (D2)  HIST 110 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

**Attributes:** HIST Group E Electives - Middle East

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**Spring 2020**

TUT Section: T1   TBA   Magnús T. Bernhardsson

**HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)**

**Cross-listings:** HIST 152  WGSS 152

**Primary Cross-listing**

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.
Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years

Expected Class Size: 15-19

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:
HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Primary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: seminar discussion

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

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; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

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 163 (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 delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

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

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**Spring 2020**

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

**HIST 203 (F) Introduction to African History, 1800-Present** (DPE)

This survey explores some of the major themes in the history of continental Africa since 1800. While prominent figures and major events will be covered, the course emphasizes the experience of African women and other groups of people who often faced marginalization at various points over the past two centuries. To paint a richer picture of this expansive history, historical scholarship will be studied alongside autobiographical testimonies, films, songs, music videos, and podcasts. The beginning of the course looks at the extremely diverse political, social, and cultural conditions that shaped the lives of people in Africa in the nineteenth century. Particular attention will be paid to the changes brought about during this time by the slave trades, the spread of Islam, and new forms of African political organization. The second section shifts to look at the impact of European imperialism and African responses to the imposition of colonial rule. We will examine how colonialism produced major changes in African societies, even as colonial authorities often insisted that Africans remain locked within a mythical, unchanging past. The third section of the course turns to the rise of anti-colonial struggles and the fall of formal colonialism and apartheid in Africa from the 1950s to 1990s. Lastly, we will assess the trajectories of postcolonial African societies, examining contemporary issues such as new expressions of religious faith, conflicts over wealth inequality and political power, cultural decolonization, and changing health and environmental realities in the twenty-first century.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** three essays of 5-7 pages spaced evenly throughout the semester, a map quiz, discussion participation

**Prerequisites:** none; no prior knowledge of African history required; open to all students

**Enrollment Limit:** 40

**Enrollment Preferences:** students interested in History or Africana Studies

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This course focuses on the inequalities produced in Africa (and globally) by the international trade in African captives and later, the new structures of power and exploitation established under colonial rule. The class explores how race, gender, class, ethnicity, and religion were pivotal to these forms of inequality in Africa, many of which persist today.

**Attributes:** HIST Group A Electives - Africa

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**Fall 2019**

**LEC Section: 01** W 7:00 pm - 9:40 pm Matthew Swagler

**HIST 207 (F) The Modern Middle East** (DPE)

**Cross-listings:** HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

**Primary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.
Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Class Format: lecture

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

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:
HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History
HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories 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 particular Indigenous homelands in which Williams College is located.

Class Format: lecture/discussion

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 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:

HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine Delucia

HIST 265 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

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

**Class Format:** seminar

**Requirements/Evaluation:** two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

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

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

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

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

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

**Attributes:** ENVI Humanities, Arts + Social Science Electives  HIST Group F Electives - U.S. + Canada

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**HIST 304  (S)  Africa and the United States: From the Atlantic Slave Trade to Black Panther  (DPE)**

This course examines the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a Pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first is the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the “back to Africa” movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third theme is the deepening involvement of American missionaries, the US government and non-governmental organizations in Africa, which accelerated in the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa. The course will conclude with a consideration of the current state of Africa-US connections in light of the recent blockbuster film, Black Panther. Against this backdrop, students will engage in new research over the course of the semester on the history of Williams’ historical links with Africa.

**Class Format:** discussion/lecture

**Requirements/Evaluation:** discussion participation, map quiz, two short papers (~4 pages), and a final research paper (6-8 pages)

**Prerequisites:** none, open to all students; some background in African history will be useful

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Africana Studies concentrators, American Studies majors; seniors, juniors, sophomores; or first-year students with some background in African history

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** This course focuses on the effects of racism and colonialism on different peoples of African descent and key episodes when Black solidarity was forged across great physical distance between the United States and Africa, as well as episodes where it was compromised (by forms of difference based on place of birth, language, religion, and class.) Through class readings, discussion, and the final group project, the course will help students assess what foundations have allowed for trans-Atlantic col

**Attributes:** HIST Group A Electives - Africa  HIST Group F Electives - U.S. + Canada
HIST 307 (S) Is Africa Poor? (DPE)

Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this debate-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have argued over the causes of poverty and inequality in Africa-and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa. Key issues of contemporary debate will include the role of state-centered development, privatization, resource extraction, foreign development aid, and climate change.

Class Format: discussion with organized debates
Requirements/Evaluation: discussion participation, map quiz & multiple papers
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed-both between Africa and the rest of the world and within the African continent. Building on the wide-range of texts that we will analyze, the discussions and assignments will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

HIST 311 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 COMP 363 JWST 268 HIST 311 REL 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: Seminar
Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: None
Expected Class Size: 19
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:
ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

HIST 346 (S) Modern Brazil (DPE)
Cross-listings: AFR 346 HIST 346
Primary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity-for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: lecture/discussion
Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators
Expected Class Size: 15-20
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:
AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020
HIST 352  (F)(S)  American Maritime History  (DPE) (WS)

Cross-listings: HIST 352  MAST 352

Secondary Cross-listing
This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars
Requirements/Evaluation: class participation, weekly response papers, three longer papers
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Grading: no pass/fail option, no fifth course option
Unit Notes: offered only at Mystic Seaport

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern

Fall 2019
SEM Section: 01  TBA  Alicia C. Maggard

Spring 2020
SEM Section: 01  TBA  Alicia C. Maggard

HIST 361  (F) The Atlantic World: Connections, Crossings, and Confluences  (DPE)

Cross-listings: AMST 360  HIST 361

Primary Cross-listing
Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.
Class Format: lecture will alternate with seminar-type discussion of readings

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

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

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Christine DeLucia

HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format: seminar

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Spring 2020

SEM Section: 01 Cancelled
HIST 381  (S)  The Legal History of Asian America  (DPE)
Cross-listings: AMST 381  HIST 381

Primary Cross-listing
This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Class Format: lecture
Requirements/Evaluation:  two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages
Prerequisites: none, open to all students
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 20
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 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.
Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020
LEC Section: 01    MR 1:10 pm - 2:25 pm     Scott Wong

HIST 384  (F)  Selected Topics in Asian American Studies  (DPE)
Cross-listings: AMST 384  HIST 384  ASST 384

Primary Cross-listing
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Class Format: lecture
Requirements/Evaluation:  papers
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: Senior first, then anyone
Expected Class Size: 20
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 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  ASAM Core Courses  HIST Group F Electives - U.S. + Canada

Fall 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Scott Wong
HIST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums  (DPE)

Cross-listings:  AMST 455  HIST 455

Primary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Class Format: seminar

Requirements/Evaluation:  active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  junior and senior History and American Studies majors

Expected Class Size:  15

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

Distributions:  (D2)  (DPE)

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

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes:  This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

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

Spring 2020

SEM Section: 01  W 1:10 pm - 3:50 pm  Christine DeLucia

HIST 457 (S) Floridas  (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Class Format: seminar

Requirements/Evaluation:  students will be evaluated on class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites:  none

Enrollment Limit:  19
Enrollment Preferences: seniors and History majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

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

Spring 2020

SEM Section: 01   Cancelled

HIST 468 (F) Race, Empire, and the Birth of the American Century  (DPE)

Cross-listings: HIST 468  AMST 468  

Primary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Class Format: seminar

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

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

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

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

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

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

Fall 2019

SEM Section: 01   W 1:10 pm - 3:50 pm   Scott Wong

HIST 486 (S) Islam in European Culture from Muhammad to Modernity  (DPE)

Cross-listings: REL 486  HIST 486

Primary Cross-listing

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly
recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Class Format: Tutorial
Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations
Prerequisites: History majors; juniors and seniors
Enrollment Limit: 10
Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested
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:
REL 486 (D2) HIST 486 (D2)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired—a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2020
TUT Section: T1 TBA Alexander Bevilacqua

HIST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)
Cross-listings: HIST 495 JWST 495

Primary Cross-listing
Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Class Format: tutorial
Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper
Prerequisites: none
Enrollment Limit: 6
Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter
Expected Class Size: 6
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:
HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History  JWST Core Electives

Fall 2019
TUT Section: T1  TBA  Maud Mandel

JWST 217 (F) The Modern Middle East  (DPE)

Cross-listings: HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019
LEC Section: 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson

JWST 268 (S) Where are all the Jews?  (DPE) (WS)

Cross-listings: ARAB 363  COMP 363  JWST 268  HIST 311  REL 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance
Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: Seminar

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: None

Expected Class Size: 19

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:

ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Class Format: Seminar
Requirements/Evaluation: three 2-page critical responses, oral presentation, final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: German and Comparative Literature majors
Expected Class Size: 14
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:
COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019
SEM Section: 01 Cancelled

JWST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Secondary Cross-listing
Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Class Format: tutorial
Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper
Prerequisites: none
Enrollment Limit: 6
Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter
Expected Class Size: 6
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:
HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for
improvement.

**Difference, Power, and Equity Notes:** As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, “passing”, and pressures to adapt to majority cultures.

**Attributes:** HIST Group G Electives - Global History  JWST Core Electives

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**Fall 2019**

TUT Section: T1  TBA  Maud  Mandel

**LATS 114  (S)  Of Caravans and Narcos: U.S. Media Narratives about Central and South America  (DPE)**

**Cross-listings:** LATS 114  AMST 114

**Primary Cross-listing**

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

**Class Format:** Discussion

**Requirements/Evaluation:** two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** LATS concentrators by seniority; AMST majors by seniority

**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:**

LATS 114 (D2)  AMST 114 (D2)

**Difference, Power, and Equity Notes:** This courses encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

**Attributes:** LATS Core Electives  LATS Countries of Origin + Transnationalism Elect

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**Spring 2020**

SEM Section: 01  TR 9:55 am - 11:10 am  Maria Elena  Cepeda

**LATS 222  (F)(S)  Ficciones: A Writing Workshop  (DPE)**

**Cross-listings:** ENGL 252  LATS 222

**Primary Cross-listing**

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

**Class Format:** studio/workshop
Course: The Graphic Narrative: A "Global South" Perspective (DPE)

In a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, Introduction to Palestine by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

Course: Racial and Religious Mixture (DPE)

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

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference—and their roles in hierarchical distributions of social and political power—have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

LATS 330 (S) DNA + Latinx: Decoding the “Cosmic Race” (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include The Cosmic Race by José Vasconcelos, The Cosmic Serpent by Jeremy Narby, Bird of Paradise: How I Became Latina by Raquel Cepeda, and The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome by Alondra Nelson.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Nelly A. Rosario

LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)
Cross-listings: ARTH 440  LATS 440

Secondary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalization and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

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

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:

ARTH 440 (D1) LATS 440 (D2)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalization and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses  LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  C. Ondine Chavoya

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212  LEAD 205

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science 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:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership  LEAD Facets or Domains of Leadership  PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

LEAD 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea
and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

**Class Format:** classroom discussion as well as field seminars

**Requirements/Evaluation:** class participation, weekly response papers, three longer papers

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

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

**Unit Notes:** offered only at Mystic Seaport

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

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

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01    TBA     Alicia C. Maggard

Spring 2020

SEM Section: 01    TBA     Alicia C. Maggard

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**MUS 111 (F) Music Cultures of the World (DPE)**

This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

**Class Format:** lectures are combined with discussion and workshops

**Requirements/Evaluation:** class attendance and participation, regular short writing assignments and projects, and a final paper

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

**Attributes:** MUS World Music/Ethnomusicology
MUS 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150 THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: lecture/discussion

Requirements/Evaluation: based on a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 30

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

Distributions: (D1) (DPE)

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

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: seminar

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 177 (D2) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020
SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

**MUS 222 (F) Politics of Performance/Performing Politics in Contemporary Africa** (DPE) (WS)

**Cross-listings:** MUS 222 AFR 223

**Primary Cross-listing**

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

**Class Format:** seminar; this class places a strong emphasis on discussion

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

**Prerequisites:** some familiarity with music terminology encouraged

**Enrollment Limit:** 15

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

**Expected Class Size:** 10

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 222 (D1) AFR 223 (D2)

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

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

**Attributes:** GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019
SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

**MUS 279 (S) American Pop Orientalism** (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus
will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, "Chinatown, My Chinatown," Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer's Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

**Class Format:** tutorial

**Requirements/Evaluation:** five 5- to 6-page essays and five critical oral responses

**Prerequisites:** previous related coursework and/or musical experience is desirable, but is not required

**Enrollment Limit:** 10

**Enrollment Preferences:** students with prior related course experience

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

**Attributes:** AMST Arts in Context Electives ASAM Core Courses

**Spring 2020**

**TUT Section:** T1 TBA W. Anthony Sheppard

PHIL 321 (F) Introduction to Critical Theory (DPE) (WS)

**Cross-listings:** WGSS 322 PHIL 321

**Primary Cross-listing**

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

**Class Format:** tutorial, students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

**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:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019
TUT Section: T1 TBA Jana Sawicki

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format: Seminar

Requirements/Evaluation: two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

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

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2020

SEM Section: 02 TF 2:35 pm - 3:50 pm Kiaran Honderich
SEM Section: 01 TF 1:10 pm - 2:25 pm Kiaran Honderich

PHLH 220 (F) International Nutrition (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as [in utero] can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America. This course was previously titled Nutrition in the Developing World.

Class Format: seminar

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation
Prerequisites: PHLH 201 or equivalent
Enrollment Limit: 19
Enrollment Preferences: Public Health concentrators
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.
Attributes: PHLH Nutrition, Food Security + Environmental Health

Fall 2019
SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

PHYS 106 (F) Being Human in STEM (DPE)
Cross-listings: GEOS 106 PHYS 106 STS 106

Primary Cross-listing
This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: Class discussions, group project work (out of class time required)
Requirements/Evaluation: Short response papers, class discussion participation, leading class discussions, group work, and final project.
Enrollment Limit: 15
Enrollment Preferences: DIV III majors; statement of interest may be requested if course over-enrolls
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Unit Notes: Does not count towards GEOS or PHYS major credit
Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen
Cross-listings: PSCI 212 LEAD 205

Secondary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science 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:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

PSCI 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Class Format: seminar

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Women’s, Gender, and Sexuality Studies majors

Expected Class Size: 19

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:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 COMP 134 ANTH 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary “intentional communities”)? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial course will involve an experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

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:

CHIN 134 (D1) REL 134 (D2) COMP 134 (D1) ANTH 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority
indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1  TBA  Christopher M. B. Nugent

REL 239  (F) The Modern Middle East  (DPE)

Cross-listings:  HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson

REL 268  (S) Where are all the Jews?  (DPE) (WS)

Cross-listings:  ARAB 363  COMP 363  JWST 268  HIST 311  REL 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim
relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: Seminar

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: None

Expected Class Size: 19

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:

ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

REL 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

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:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives  PHLH Social Determinants of Health

Fall 2019
TUT Section: T1   TBA   Kim Gutschow

Spring 2020
TUT Section: T1   Cancelled

REL 276  (S)  Islam and Capitalism  (DPE)

Islam's relationship with capitalism, in popular media as well as mainstream scholarship, is often posed as a question of compatibility. "Is Islam compatible with capitalism?" experts ask. The question itself rests on historical, epistemic, and moral premises that frame Islam and capitalism as distinct categories of comparison. Their juxtaposition, however, is beset with conceptual difficulty and anachronism: do religion and economics overlap, or do they demarcate discrete configurations of reality? Does religion latent influence economics or has capitalism subsumed all forms of spirituality? Is Islam's regulation of commercial conduct a symptom of insufficient modernization? Conversely, is faith in the rationality of free markets akin to religious belief? What makes Islamic values, rituals, and institutions "religious" and those of capitalism "secular"? What are the historical conditions, disciplinary practices, and forms of desire that have led to the articulation of "homoislamicus" as a rival to the "homoeconomicus" of consumer capitalism? Finally, how do Islamic conceptions of human prosperity, socioeconomic justice, and ecological preservation relate to neoliberalism, socialism, and other religious traditions? We will explore these questions and unpack their underlying assumptions through the disciplinary frameworks of religious studies, history, and anthropology. Students will develop a critical appreciation of both Islam and capitalism as complex assemblages of cultural, institutional, and discursive formations with intersecting genealogies. In addition to thinking critically about religion and economy as conceptual categories, students will acquire a concrete understanding of the Sharī’a, its commercial laws and institutions. Students will also examine the history of Muslim societies through economic regimes of agrarianism, mercantilism, extractive/settler colonialism, postcolonial development, petrodollar capitalism, and modern Islamic finance.

Class Format: The class will be conducted in a seminar format. Students will submit weekly responses to the readings. For each session, two students will be assigned as leaders of the discussion who will be assisted by the instructor.

Requirements/Evaluation:  Weekly reading responses (300 words): 20%; Class participation: 15%; Leading class discussion: 15%; 2 short essays (750 words each): 20%; Research paper (3000 words): 30%

Prerequisites: There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

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

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course examines trajectories of capitalism--beyond its isomorphic relationship with Western culture--in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Spring 2020
SEM Section: 01   TBA   Sohaib I. Khan
Discussions of the Shari’a or Islamic law in American public discourse conjure images of veiled women, girls barred from attending school, and public spectacles of flogging and stoning to death. Such a caricature of Islamic law as a medieval but draconian penal code elicits public fear and state suspicion. In the West, legislative measures are taken to curb the Shari’a’s perceived threat to security, democracy, and human rights. On the other hand, Islamists seek to harness the Shari’a as an instrument of political legitimacy and authoritarian rule. Both instances rely on the Shari’a in ways that erode its regional diversity, intellectual versatility, and socially embedded practices and modes of interpretation. This course offers an in-depth introduction to the Shari’a through an examination of major themes in its substantive content and historical evolution. While students will gain an integrated view of the Shari’a from its origins in 7th century Arabia to the modern era, our primary emphasis will be on the Shari’a’s tumultuous relationship with liberal democracy and the secular nation-state. Students will probe the history of the Shari’a’s present by pursuing a genealogical inquiry in two parts: (a) precolonial, and (b) postcolonial. Module (a) comprises Islamic legal theory, its scriptural sources, and the formation of schools of jurisprudence; Shari’a governance in the imperial age; and the institution of slavery. Module (b) covers colonial transformations and reforms; state-sponsored projects of restoration and codification; blasphemy and religious minorities; and gender and sexuality. Apart from learning substantive content through the course of our genealogical inquiry, students will also develop a theoretical foundation in anthropological approaches to the study of Islam as law (discursive tradition, symbolism, custom), power (sovereignty, discipline, biopolitics), and as ethics (subjectivity, self-cultivation, ordinary ethics).

**Class Format:** The class will be conducted in a seminar format. Students will submit weekly responses to the readings. For each session, two students will be assigned as leaders of the discussion who will be assisted by the instructor.

**Requirements/Evaluation:** Weekly reading responses (300 words): 20%; Class participation: 15%; Leading class discussion: 15% 2 short essays (750 words each): 20%; Research paper (3000 words): 30%

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

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

**Difference, Power, and Equity Notes:** This course exposes students to the diversity of Islamic legal interpretations on questions of gender, sexuality, and religious freedom across a variety of regions and cultures. Students gain a critical appreciation of how present-day authoritative readings of Islamic law, its punitive practices and legalized forms of gender discrimination are sanctioned by patriarchal norms, the colonial construction of Islam as a scriptural religion, and regulatory powers of the modern state.

Spring 2020

SEM Section: 01     TBA     Sohaib I. Khan

REL 314  (S)  Racial and Religious Mixture  (DPE)

**Cross-listings:** AMST 327  AFR 357  LATS 327  REL 314

**Secondary Cross-listing**

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

**Class Format:** mostly discussion

**Requirements/Evaluation:** participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19
Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01  MR 2:35 pm - 3:50 pm  Jacqueline Hidalgo

REL 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344  REL 344

Primary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion seminar

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

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:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Tat-siong B. Liew

REL 486 (S) Islam in European Culture from Muhammad to Modernity (DPE)

Cross-listings: REL 486  HIST 486

Secondary Cross-listing

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the
many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Class Format: Tutorial
Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations
Prerequisites: History majors; juniors and seniors
Enrollment Limit: 10
Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested
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:
REL 486 (D2) HIST 486 (D2)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired--a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2020
TUT Section: T1 TBA Alexander Bevilacqua

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

Cross-listings: AFR 226 RLFR 226

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

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French and Africana Studies concentrators
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
**AFR 226 (D2) RLFR 226 (D1)**

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

**Spring 2020**

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

**RUSS 213  (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia** (DPE)

**Cross-listings:** GBST 213 RUSS 213 WGSS 214 COMP 257

**Primary Cross-listing**

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

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

**Materials/Lab Fee:** books

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

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

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

**Fall 2019**

**SEM Section: 01** MR 2:35 pm - 3:50 pm Julie A. Cassiday

**SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality** (DPE)

**Cross-listings:** SOC 228 STS 229

**Primary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad?
Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

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:
SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Secondary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists have advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

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

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:
SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses
**SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)**

**Cross-listings:** WGSS 314  SOC 314

**Secondary Cross-listing**

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

**Class Format:** seminar

**Requirements/Evaluation:** Attendance, Class facilitation, problem identification report, two presentations, reflection

**Prerequisites:** WGSS/SOC Majors

**Enrollment Limit:** none

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

**Expected Class Size:** 19

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

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

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

WGSS 314 (D2) SOC 314 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

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

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**STS 106 (F) Being Human in STEM (DPE)**

**Cross-listings:** GEOS 106  PHYS 106  STS 106

**Secondary Cross-listing**

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields.

Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

**Class Format:** Class discussions, group project work (out of class time required)

**Requirements/Evaluation:** Short response papers, class discussion participation, leading class discussions, group work, and final project.

**Enrollment Limit:** 15

**Enrollment Preferences:** DIV III majors; statement of interest may be requested if course over-enrolls
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Unit Notes: Does not count towards GEOS or PHYS major credit
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)
Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)
Cross-listings: AMST 142 STS 142
Secondary Cross-listing
Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.
Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing
Prerequisites: permission of instructor
Enrollment Limit: 10
Enrollment Preferences: American Studies majors and 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: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.
Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019
TUT Section: T1 TBA Eli Nelson

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)
Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today’s “surveillance societies” just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today’s surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

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:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city’s current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.
Distribution: (D2) (DPE)

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

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

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

Fall 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Brittany Meché

STS 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Secondary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental 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:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020
SEM Section: 01    W 1:10 pm - 3:50 pm     Laura J. Martin

STS 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does
this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

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:
REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019
TUT Section: T1 TBA Kim Gutschow

Spring 2020
TUT Section: T1 Cancelled

STS 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Secondary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none
Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

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

Spring 2020

SEM Section: 01  W 1:10 pm - 3:50 pm  Eli Nelson

STS 370 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371  ANTH 371  STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

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:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to ‘improve’ health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses  PHLH Methods in Public Health

Fall 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow
Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Class Format: Seminar

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

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:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

THEA 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150 THEA 150

Secondary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: lecture/discussion

Requirements/Evaluation: based on a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30
Enrollment Preferences: none
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
MUS 150 (D1) THEA 150 (D1)
Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020
LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard
THEA 215 (F) Performance Ethnography (DPE)
Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215
Secondary Cross-listing
The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (ii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.
Class Format: community-based fieldwork
Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)
Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students’ critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah
THEA 216 (S) Asian-American Identities in Motion (DPE)
Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213
Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic
identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

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

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01    TR 9:55 am - 11:10 am     Munjulika Tarah

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

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

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

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

Distributions: (D1) (DPE)

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

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

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 2020
THEA 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249  GBST 246  THEA 246

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

Class Format: Seminar

Requirements/Evaluation: 2 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 249 (D2) GBST 246 (D2) THEA 246 (D1)

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

Fall 2019

SEM Section: 01  M 7:00 pm - 9:40 pm  Shanti Pillai

THEA 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: DANC 267  WGSS 267  THEA 267  COMP 267

Secondary Cross-listing
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
Attributes: WGSS Theory Courses

Spring 2020
SEM Section: 01 W 1:10 pm - 3:50 pm Vivian L. Huang

THEA 338 (S) Persona (DPE)
Cross-listings: ARTS 338 THEA 338

Secondary Cross-listing
Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson’s The Art of Cruelty and Cherise Smith’s Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Class Format: studio
Requirements/Evaluation: completion of 3 assigned projects, independent project, participation, quality of work
Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor
Enrollment Limit: 14
Enrollment Preferences: majors, seniors, juniors, sophomores
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $150 charged to term bill
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020
STU Section: 01 TR 11:20 am - 12:35 pm Allana M. Clarke

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE)
This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues—historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.
**Class Format:** lecture; mix of lecture and seminar meetings

**Requirements/Evaluation:** two short papers, research proposal and final paper; participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 15

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

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

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

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

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

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**Fall 2019**

SEM Section: 01  TF 2:35 pm - 3:50 pm  Kiaran Honderich

SEM Section: 02  TF 2:35 pm - 3:50 pm  Kai M. Green

**Spring 2020**

SEM Section: 01  MR 1:10 pm - 2:25 pm  Alison A. Case

SEM Section: 02  MR 1:10 pm - 2:25 pm  Greta F. Snyder

**WGSS 105 (F)(S) American Girlhoods (DPE) (WS)**

**Cross-listings:** WGSS 105  ENGL 105  AMST 105

**Secondary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Class Format:** seminar

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**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:**

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives
WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Class Format: tutorial

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

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

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

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:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1    TBA    Magnús T. Bernhardsson

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

Cross-listings: ENGL 113 AMST 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: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

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

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (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 2019
SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

WGSS 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: ENGL 132 WGSS 132

Secondary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like If They Come in the Morning and Captive Genders: Trans Embodiment and the Prison Industrial Complex; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

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

Expected Class Size: 19

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:
ENGL 132 (D1) WGSS 132 (D2)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of
targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

**Difference, Power, and Equity Notes:** This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

**Attributes:** ENGL Literary Histories C

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**Fall 2019**

**SEM Section:** 01  MW 7:00 pm - 8:15 pm  Ianna Hawkins Owen

**WGSS 139 (S) Living a Feminist Life**  (DPE) (WS)

**Cross-listings:** ENGL 139  COMP 139  WGSS 139

**Secondary Cross-listing**

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

**Class Format:** Seminar

**Requirements/Evaluation:** five short written assignments and one final research project

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** None

**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:

ENGL 139 (D1) COMP 139 (D1) WGSS 139 (D2)

**Writing Skills Notes:** This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

**Difference, Power, and Equity Notes:** This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

**Attributes:** ENGL Literary Histories C

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**Spring 2020**

**SEM Section:** 01  Cancelled

**WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality**  (DPE) (WS)

**Cross-listings:** HIST 152  WGSS 152

**Secondary Cross-listing**
For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years

Expected Class Size: 15-19

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:
HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Spring 2020
SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing.

We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: seminar

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Spring 2020**

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

**WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)**

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

**Class Format:** discussion

**Requirements/Evaluation:** short papers, possible creative assignments, final essay exam

**Prerequisites:** none, though WGSS 101 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

**Attributes:** AMST Critical and Cultural Theory Electives  
WGSS Racial Sexual + Cultural Diversity Courses  
WGSS Theory Courses

**Fall 2019**

**SEM Section: 01**  
TR 9:55 am - 11:10 am  
Vivian L. Huang

**Spring 2020**

**SEM Section: 01**  
TF 2:35 pm - 3:50 pm  
Kai M. Green

**WGSS 214 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)**

**Cross-listings:** GBST 213  
RUSS 213  
WGSS 214  
COMP 257

**Secondary Cross-listing**

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical
turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

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

**Materials/Lab Fee:** books

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

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

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

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

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

**Secondary Cross-listing**

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

**Class Format:** seminar

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

**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:** sophomores

**Expected Class Size:** 19

**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:

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

**Writing Skills Notes:** Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
**Difference, Power, and Equity Notes:** This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

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

Spring 2020

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

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

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

**Secondary Cross-listing**

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

**Class Format:** seminar

**Requirements/Evaluation:** class participation, reading responses and essays, and presentations

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

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

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

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

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

**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 2020

SEM Section: 01  W 1:10 pm - 3:50 pm  Munjulika Tarah

**WGSS 260 (F) Power, Feminist-Style (DPE) (WS)**

**Cross-listings:** WGSS 260  PSCI 260

**Primary Cross-listing**

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

**Class Format:** seminar
Requirements/Evaluation:  eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites:  none

Enrollment Limit:  19

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

Expected Class Size:  19

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:

WGSS 260 (D2)  PSCI 260 (D2)

Writing Skills Notes:  This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes:  This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes:  WGSS Theory Courses

Fall 2019

SEM Section: 01  TF 1:10 pm - 2:25 pm  Greta F. Snyder

WGSS 263  (S)  Transnational Activism: Practice, Problems, Ethics  (DPE)

Cross-listings:  SOC 264  WGSS 263

Primary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists have advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar

Requirements/Evaluation:  class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites:  none

Enrollment Limit:  none

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

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:

SOC 264 (D2)  WGSS 263 (D2)

Difference, Power, and Equity Notes:  This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes:  WGSS Racial Sexual + Cultural Diversity Courses
WGSS 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: DANC 267 WGSS 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing “performance” as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And—an important partner question—how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

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:
DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies’ engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Vivian L. Huang

WGSS 274 (F) ‘As If Her Mouth Were a Weapon’: Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Secondary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

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: 10
Enrollment Preferences: none
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:
ENGL 254 (D1) WGSS 274 (D2)

Difference, Power, and Equity Notes: Students will center Afro-Caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL Post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019
TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Primary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Class Format: seminar

Requirements/Evaluation: Attendance, Class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019
SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 322 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321
"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

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:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 COMP 342 ENGL 340 AMST 340

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25
Enrollment Preferences: English, Comparative Literature, Women’s, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

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

WGSS 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Secondary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion seminar

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

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:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew

WGSS 346 (S) Queer in the City (DPE)

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications.
of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Class Format:** Seminar

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

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

Spring 2020

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

**WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View** (DPE)

**Cross-listings:** WGSS 371  ANTH 371  STS 370

**Secondary Cross-listing**

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**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:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

**Attributes:** EXPE Experiential Education Courses  PHLH Methods in Public Health
WGSS 376 (S)  Sex, Gender, and the Law in U.S. History  (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format: seminar

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Spring 2020

SEM Section: 01  Cancelled

WGSS 377 (F)  Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World  (DPE)

Cross-listings: ENGL 377  WGSS 377  COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Class Format: seminar

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

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:
ENGL 377 (D1) WGSS 377 (D2) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019
SEM Section: 01    Cancelled

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)
Cross-listings: COMP 401  WGSS 401  GERM 401

Secondary Cross-listing
Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Prerequisites: 300-level course
Enrollment Limit: 25
Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Materials/Lab Fee: course books and reader packet
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019
SEM Section: 01    MR 1:10 pm - 2:25 pm    Helga Druxes

WGSS 413 (F) Feminist Technoscience  (DPE)
Cross-listings: WGSS 413  STS 413

Secondary Cross-listing
Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and
epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Class Format: Seminar

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

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:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman