DIFFERENCE, POWER, AND EQUITY (DPE)

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 105 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)
Crosslistings: AFR105 / ARTH104

Secondary Crosslisting

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.

Class Format: lecture

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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: 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 2018
AFR 126 (F) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126

Secondary Crosslisting
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

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

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

Distributions: (D2) (DPE) (WI)

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

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential 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. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love

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

AFR 257 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)
Crosslistings: HIST256 / AMST256 / AFR257

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

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

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

**Enrollment Limit:** 35

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

**Expected Class Size:** 25

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

**Distribution Notes:** DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

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

Fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm  Andrew R. Cornell

**AFR 331 (S) Senior Seminar: The Drag of Black Masculinity**  (DPE)

**Crosslistings:** AMST420 / AFR331 / ENGL420 / WGSS420

**Secondary Crosslisting**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

**Class Format:** seminar

**Requirements/Evaluation:** each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

**Expected Class Size:** 14

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

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Kai M. Green

**AFR 369 (S) African Art and the Western Museum**  (DPE) (WI)

**Crosslistings:** AFR369 / ARTH308
Secondary Crosslisting

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)

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

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: 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 2019

TUT Section: T1 TBA Michelle M. Apotsos

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

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.

Class Format: seminar

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: NOTE: Prof. Nelson's section Spring 2019 only is NOT Writing Intensive. DPE: 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. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

Attributes: EXPE Experiential Education Courses;
AMST 105 (F) American Girlhoods (DPE) (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105
Secondary Crosslisting

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
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: 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. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.
Attributes: AMST Arts in Context Electives;

AMST 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE) (WI)
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration
**Expected Class Size:** 10

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

**Distribution Notes:** DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;

Spring 2019

TUT Section: T1    Cancelled

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

Crosslistings: ENGL113 / WGSS113 / AMST113

**Secondary Crosslisting**

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:** 15

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

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

DPE: This course examines difference, power, and equity during Feminism’s Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Bethany Hicok

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

Crosslistings: AFR126 / AMST126 / ENGL126

**Secondary Crosslisting**
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

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

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

Distributions: (D2) (DPE) (WI)

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

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential 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. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love

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

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

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, three 3- to 5-page essays, and one in-class presentation

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 19
Distributions:  (D2) (DPE)

Distribution Notes:  DPE: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race, gender, sexuality, and the construction of difference.

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

Fall 2018
SEM Section: 01    MW 11:00 am - 12:15 pm     Eli Nelson

AMST 219 (F) Understanding Social Class  (DPE)

Politicians and pundits often bill the United States as a classless society, owing to its lack of a feudal past. Since the 1950s, most Americans—including many whom sociologists would deem wealthy or poor—have come to describe themselves as “middle class.” But this may be changing. Bernie Sanders’ strident calls to reign in Wall Street greed remain enormously popular. And since the election of President Trump, journalists have rediscovered a group they call “the white working-class” while books such as *Hillbilly Elegy* and *White Trash* have moved to the top of the best seller lists. So, what is class and how does it shape our lives today? This course is designed to introduce students to the study of social class in an interdisciplinary fashion. We will use memoir and works of fiction to better grasp the life experiences and worldviews of people on different rungs of the economic ladder. Then we will delve into the ways that major theorists, such as Karl Marx, Max Weber, and Pierre Bourdieu have defined social class in terms of work life, social standing in a community, and bundles of “tastes” or consumption preferences. We will turn to historians to make sense of the patterns by which class inequality developed in tandem with racial oppression in the United States, and to the competing arguments of sociologists attempting to explain the growing wealth gap. Finally, we will look to activists and social workers to see how individuals and groups work to bridge the class divide in attempts to mitigate poverty and challenge inequalities. Throughout, participants will be encouraged to use assigned materials as prompts to think critically about how class shapes their own lives.

Class Format: tutorial

Requirements/Evaluation:  attendance, participation, three papers 5-10 pages each

Extra Info:  Not available for the fifth course option

Prerequisites:  none

Enrollment Limit:  10

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

Expected Class Size:  10

Distributions:  (D2) (DPE)

Distribution Notes:  DPE: The course focuses on the ways access to material wealth, and perceived class position shape life experiences. We will analyze different aspects of class power, from employment relations, to political influence, to self-confidence. The last weeks of the course will address ways movements seek to bridge class divides to challenge economic and other forms of inequality. The course will be intersectional throughout—discussing how class, race, and gender inequalities reinforce one another.

Attributes:  AMST Critical and Cultural Theory Electives;

Fall 2018
TUT Section: T1    TBA     Andrew R. Cornell

AMST 239 (S) Asian American and Pacific Islander Sporting Cultures  (DPE)

From the NBA to the Olympics, community leagues and tournaments to home watch parties and celebrations, sports play a pivotal part in the lives, livelihoods, and leisure of Asian Americans and Pacific Islanders. In this course, we will take an interdisciplinary and intersectional approach to examining how AA/PI sporting cultures are intimately tied to processes of citizenship, identity formation, and racialization against the backdrop of nation and empire. We will analyze how the complex network of players/competitors, spectators, investors, marketers, and governing bodies mediate national and transnational narratives of democracy, colorblindness, meritocracy, multiculturalism, and neoliberalism, especially in their (non)equivalence to the Model Minority Myth. We will also reflect meaningfully about our own fandom and/or involvement with sports in relation to our pleasure, passion, entertainment, and “fun.”

Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), an ethnography, and a critical PSA/commercial
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: AMST 101/201 Intro to American Studies
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: DPE: 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;

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Anthony Y. Kim

AMST 242 (S) Americans Abroad (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250
Secondary Crosslisting
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture—American or foreign.
Class Format: seminar
Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of instructor
Enrollment Limit: 18
Expected Class Size: 18
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home
Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019
SEM Section: 01 MW 11:00 am - 12:15 pm Soledad Fox
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

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

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

Enrollment Limit: 35

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

Expected Class Size: 25

Distributions: (D2) (DPE)

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

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

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew R. Cornell

AMST 284 (S) Introduction to Asian American History (DPE)

Crosslistings: HIST284 / AMST284 / ASST284

Secondary Crosslisting

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted
American immigration laws and would eventually build communities in many parts of the U.S.

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

**Spring 2019**
LEC Section: 01    MW 11:00 am - 12:15 pm    Scott Wong

AMST 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300

**Primary Crosslisting**

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: *Borderlands/La Frontera: The New Mestiza* (Gloria Anzaldúa), *Dictee* (Theresa Hak Kyung Cha), *How to Write an Autobiographical Novel* (Alexander Chee), *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele), *Bad Indians: A Tribal Memoir* (Deborah Miranda), *This is for the mostless* (Jason Magabo Perez), *Redefining Realness* (Janet Mock), *like a solid to a shadow* (Janice Lobo Sapigao), *Men We Reaped* (Jesmyn Ward), *7 Miles A Second* (David Wojnarowicz).

**Class Format:** seminar

**Requirements/Evaluation:** weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

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

**Prerequisites:** previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

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

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

DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives;

**Fall 2018**
SEM Section: 01    MR 2:35 pm - 3:50 pm    Anthony Y. Kim

AMST 324 (S)  Indigenous Women's History  (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

**Primary Crosslisting**

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

**Class Format:** seminar

**Requirements/Evaluation:** engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

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

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Tyler J. Rogers

AMST 334 (F) Sexual Economies  (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

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

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

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

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Gregory C. Mitchell

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

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting

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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE; This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. 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 2019

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

AMST 352 (S) Grassroots Organizing and Civil Resistance (DPE)

This course examines the ways that ordinary people exercise collective power to influence elites, access resources, and even topple authoritarian governments. We will explore a variety of case studies--from the U.S. labor movement and urban community organizing, to recent direct action campaigns to prevent climate catastrophe--in order to gain insight into the art and science of grassroots mobilization. The class will make use of scholarship from the fields of history, sociology, and peace studies to probe the nature of political consent and the efficacy of forms of nonviolent action, such as boycotts, strikes, and blockades. Most importantly, however, we will draw from the personal expertise, tool kits, and training manuals of on-the-ground organizers to develop practical skill sets that can be applied in a variety of settings. Students will gain hands-on experience with important organizing techniques, such as power-mapping, 1-on-1 conversations, and action scenario planning. We will also consider the importance of expressive cultures and artistic practices to social change efforts, and delve into abiding challenges, such as building coalitions across race and class differences. The course will prove useful for those considering careers in social work, the labor movement, international NGOs, the law, public education, or political journalism.

Class Format: seminar

Requirements/Evaluation: attendance and participation; in-person skills assessments; group project; short essay-style final exam

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)
Distribution Notes: DPE: The class combines knowledge generated by social scientists with the practical know how of grassroots organizers on the most effective ways for people without significant financial resources to change opinions, laws, and regimes. Students practice specific skills such as one-on-one organizing conversations, power-mapping, strategic messaging, and planning of nonviolent direct actions to gain attention or bargaining leverage. We directly discuss different meanings and forms of power, and we address ways movements can build coalitions among diverse constituencies.

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

Spring 2019
SEM Section: 01  MR 1:10 pm - 2:25 pm  Andrew R. Cornell

AMST 353 (F)  Is Science Native to Turtle Island? The History of Native Science in North America  (DPE)
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 ante-bellum 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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 13

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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;

Fall 2018
SEM Section: 01  TF 2:35 pm - 3:50 pm  Eli Nelson

AMST 405 (S)  Critical Indigenous Theory  (DPE) (WI)
Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and
questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation, one discussion prospectus, and a 20-page research paper

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

**Prerequisites:** junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

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

**Distribution Notes:** DPE: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism. WI: Students will be required to take the theories we read in class and use them as analytics in a 20-page research paper on a topic of their choosing. Over the course of the semester, we will model how to do this in class work, research question development, outlining, and workshopping.

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

**Spring 2019**

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

**AMST 420 (S) Senior Seminar: The Drag of Black Masculinity  (DPE)**

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

**Secondary Crosslisting**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

**Class Format:** seminar

**Requirements/Evaluation:** each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

**Expected Class Size:** 14

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

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

**Spring 2019**
AMST 468 (S) Race, Empire, and the Birth of the American Century (DPE)
Crosslistings: AMST468 / HIST468

Secondary Crosslisting

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Department Notes: History Department Senior Seminar

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

Attributes: ASAM Related Courses; HIST Group F Electives - U.S. + Canada

Spring 2019

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

ANTH 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life-his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.
Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

ANTH 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269
Primary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the `kindness curriculum¿ in schools, and other areas of applied research on mindfulness that have generated a `science of personal transformation¿. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.
Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.
Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019
TUT Section: T1 TBA Kim Gutschow

ANTH 301 (F) Sexual Economies (DPE)
Crosslistings: WGSS301 / ANTH301 / AMST334

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

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

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

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

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Gregory C. Mitchell

ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism (DPE)

Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class, we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of phenomena that pertain to democracy--for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our focus on citizenship (broadly defined)--i.e., a recognized right to be different while being accepted as a part of a national community--will bring to light complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of democratic regimes to govern their varied populations.

Class Format: seminar

Requirements/Evaluation: one long research paper, three book reports, and seminar discussions

Prerequisites: ANTH 101 or SOC 101 or by permission of the instructor

Enrollment Limit: none

Enrollment Preferences: juniors and seniors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the course will foster students' critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis of gender, disability, migration status, and ideological constructions of difference.
ANTH 337 (S) Race, Sex & Gender in Brazil (DPE)  
Crosslistings: ANTH337 / WGSS337

Secondary Crosslisting

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar

Requirements/Evaluation: research paper and its various components, participation

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

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil

Attributes: LATS Countries of Origin + Transnationalism Elect

Spring 2019

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)  
Crosslistings: ANTH371 / WGSS371

Primary Crosslisting

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.
Class Format: seminar

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

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

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

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: This class includes; weekly writing exercises and monthly ‘writing chats’ with instructor.

Attributes: PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

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

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

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 those 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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnus T. Bernhardsson

ARAB 209 (S)  Saharan Imaginations  (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENV208
Primary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

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

ARAB 222 (F) Photography in/of the Middle East  (DPE)
Crosslistings: ARAB222 / ARTH222

Secondary Crosslisting

Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. 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 hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East--e.g., the Holy Land, 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 formative impact of visual representations in particular circumstances--what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion meeting twice a week

Requirements/Evaluation: midterm, final, GLOW Posts and term project

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors and area studies concentrators

Expected Class Size: 15-20

Distributions: (D1) (DPE)

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

Fall 2018
ARAB 234 (F)  What is Islam? (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Saadia Yacoob

ARAB 249 (F)  Trauma and Memory in Maghrebi and Middle Eastern Literatures  (DPE) (WI)
Crosslistings: ARAB249 / COMP249

Primary Crosslisting
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 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 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 a 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)?

Class Format: seminar
Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: 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 2018
SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 308 (S) The Nile (DPE) (WI)

Crosslistings: ARAB308 / HIST308

Secondary Crosslisting

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Class Format: seminar

Requirements/Evaluation: short papers and final project/paper

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

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01 TF 1:10 pm - 2:25 pm Magnus T. Bernhardsson

ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE) (WI)

Crosslistings: COMP332 / ARAB331

Primary Crosslisting

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political
cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Eqeiq

ARAB 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Secondary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE: This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the
effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Spring 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Eqeiq

ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnus T. Bernhardsson

ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)
Crosslistings: AFR105 / ARTH104

Primary Crosslisting
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.

Class Format: lecture
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
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: 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 2018
LEC Section: 01    WF 11:00 am - 12:15 pm     Michelle M. Apotsos

ARTH 210 (S)  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.

Class Format: lecture
Requirements/Evaluation: midterm exam and final exam, two 2- to 3-page writing assignments, attendance, and active participation
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)
Distribution Notes: DPE: 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: LATS Countries of Origin + Transnationalism Elect

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Mari Rodriguez Binnie

ARTH 222 (F)  Photography in/of the Middle East  (DPE)
Crosslistings: ARAB222 / ARTH222
Primary Crosslisting
Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. 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 hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East—e.g., the Holy Land, 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 formative impact of visual representations in particular circumstances—what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** lecture/discussion meeting twice a week

**Requirements/Evaluation:** midterm, final, GLOW Posts and term project

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors and area studies concentrators

**Expected Class Size:** 15-20

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

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

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**ARTH 243 (F) Chemical Intimacies (DPE)**

**Crosslistings:** ENGL243 / WGSS233 / ARTH243

**Secondary Crosslisting**

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between “actual” and “represented” (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

**Class Format:** seminar

**Requirements/Evaluation:** individual research project

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

**Expected Class Size:** 10

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

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

**Attributes:** WGSS Theory Courses

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**Fall 2018**

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

**ARTH 243 (F) Chemical Intimacies (DPE)**

**Crosslistings:** ENGL243 / WGSS233 / ARTH243

**Secondary Crosslisting**

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between “actual” and “represented” (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

**Class Format:** seminar

**Requirements/Evaluation:** individual research project

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

**Expected Class Size:** 10

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

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

**Attributes:** WGSS Theory Courses

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**Fall 2018**

**SEM Section:** 01    M 7:00 pm - 9:40 pm     Mel Y. Chen
This introductory lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1500 and 1900. This period witnessed the establishment and loss of Spanish, English, and French colonies, a proliferation of exploratory voyages, and the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gauguin. In many cases we will be asking questions about circulation—whether we are looking at Tupi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattoos on the bodies of people traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider contact, colonialism, exchange, and appropriation more conceptually.

**Class Format:** lecture

**Requirements/Evaluation:** midterm exam, final exam, five 1-page assignments, research paper (7- to 9-pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Art majors

**Expected Class Size:** 10

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

**Attributes:** ARTH post-1600 Courses;

Spring 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm     Kailani Polzak

**ARTh 308 (S)  African Art and the Western Museum (DPE) (WI)**

Crosslistings: AFR369 / ARTH308

**Primary Crosslisting**

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)

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

**Prerequisites:** ARTH 104 or special permission from the instructor

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: 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 2019

TUT Section: T1    TBA     Michelle M. Apotsos
In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependences between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01    M 7:00 pm - 9:40 pm    Mel Y. Chen

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianness" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Class Format: seminar
Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 8
Distributions: (D1) (DPE)
Distribution Notes: DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and
historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

Attributes: ARTH post-1600 Courses;

Fall 2018
SEM Section: 01  T 1:10 pm - 3:50 pm  Mari Rodriguez Binnie

ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America  (DPE) (WI)
Crosslistings: ARTH440 / LATS440

Primary Crosslisting
This seminar examines connections between Latina/o 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.

Class Format: seminar
Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  C. Ondine Chavoya

ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing
binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme concerns a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01       M 7:00 pm - 9:40 pm     Kim Gutschow

ASST 269 (S) Mindsight: Mindfulness and Medicine  (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the `kindness curriculum¿ in schools, and other areas of applied research on mindfulness that have generated a `science of personal transformation¿. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students interested in Anthropology, Religion, Asian Studies, Public Health, Cognitive Science, and
Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

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

Spring 2019

TUT Section: T1 TBA Kim Gutschow

ASST 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)

Crosslistings: REL278 / ASST278

Secondary Crosslisting

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by “Buddhist material culture”? Shouldn't Buddhists be “free” from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of “material culture” within Religious Studies. We focus on various relationships: “internal” (our body and senses in relation to things) and “external” (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist “stuff” and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the “social life of [Buddhist] things”. For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Class Format: seminar

Requirements/Evaluation: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The material world of contemporary Buddhism is often condemned for “adulterating” “real” Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a “loving-kindness” tradition like Buddhism.

Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Susanne Kerekes

ASST 284 (S) Introduction to Asian American History (DPE)

Crosslistings: HIST284 / AMST284 / ASST284

Secondary Crosslisting

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in
Viet Nam.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a series of short essays and a final oral history/family history

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

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first come, first served

**Expected Class Size:** 25

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

**Distribution Notes:** DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

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

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Spring 2019

**LEC Section:** 01    MW 11:00 am - 12:15 pm     Scott Wong

**COMP 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements** (DPE) (WI)

**Crosslistings:** COMP115 / ENGL115

**Secondary Crosslisting**

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

**Class Format:** seminar

**Requirements/Evaluation:** three short papers, one researched term paper, presentation, class participation

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have not yet taken a 100-level course

**Expected Class Size:** 19

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

**Distribution Notes:** DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college’s course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

**Attributes:** ASAM Related Courses; ENGL Literary Histories C;

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Fall 2018

**SEM Section:** 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb

**COMP 118 (F) Animal Subjects** (DPE) (WI)
Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018

TUT Section: T1    TBA    Natalie E. Lozinski-Veach

COMP 119 (S)  Asian American Femininities  (DPE) (WI)

Crosslistings: COMP119 / WGSS119

Secondary Crosslisting

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Class Format: tutorial

Requirements/Evaluation: weekly papers or peer responses

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

Attributes: ASAM Related Courses; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1    TBA    Vivian L. Huang
COMP 205 (F) The Latin-American Novel in Translation  (DPE)
Crosslistings: COMP205 / RLSP205

Secondary Crosslisting
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Class Format: lecture
Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: 22
Enrollment Preferences: Spanish majors, Latina/o Studies concentrators
Expected Class Size: 22
Department Notes: does not carry credit for the Spanish major or the certificate
Distributions: (D1) (DPE)
Attributes: GBST Latin American Studies Electives

Fall 2018
LEC Section: 01    MR 2:35 pm - 3:50 pm     Gene H. Bell-Villada

COMP 224 (F) Remembering the Great War: The First World War in Literature and Film  (DPE)
Crosslistings: RLFR225 / COMP224

Primary Crosslisting
From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the “war to end (all) war(s),” World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar
Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online
Expected Class Size: 18
Distributions: (D1) (DPE)
Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018
SEM Section: 01   MW 11:00 am - 12:15 pm   Brian Martin

COMP 228 (S)  Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)
Crosslistings: REL266 / ENGL268 / COMP228
Secondary Crosslisting
Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar
Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions:  (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or ENGL.
DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways

Spring 2019
SEM Section: 01   MW 11:00 am - 12:15 pm   Zaid Adhami

COMP 234 (S)  Saharan Imaginations  (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208
Secondary Crosslisting
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Sahara novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the
Sahara.

**Class Format:** seminar

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 15

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

**Distribution Notes:** DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

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

**COMP 242 (S) Americans Abroad (DPE) (WI)**

**Crosslistings:** AMST242 / COMP242 / ENGL250

**Primary Crosslisting**

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

**Class Format:** seminar

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

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

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Expected Class Size:** 18

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

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

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

Spring 2019
**COMP 244 (S) Mediterranean Journeys (DPE)**

Crosslistings: COMP244 / GBST244

**Primary Crosslisting**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

**Class Format:** seminar

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE:

Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019

**COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WI)**

Crosslistings: ARAB249 / COMP249

**Secondary Crosslisting**

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 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 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 a 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)?

**Class Format:** seminar

**Requirements/Evaluation:** active participation, short presentation, short weekly response papers, mid-term exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 15

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

**Distribution Notes:** DPE: 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 2018

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

COMP 257 (F)  From Putin to Pussy Riot: Discourses of Post-Soviet Gender  (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018

SEM Section: 01   TF 2:35 pm - 3:50 pm   Julie A. Cassiday

COMP 267 (F)  Performance Studies: An Introduction  (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Primary Crosslisting

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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: 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

Fall 2018

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

COMP 269 (F) The Self Under Stalin: a Genealogy of Soviet Subjectivity  (DPE)

Crosslistings: COMP269 / RUSS277

Secondary Crosslisting

In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

Class Format: seminar

Requirements/Evaluation: class participation, short response papers, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Russian majors, History majors, Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Jason A. Cieply

COMP 303 (S) Embodied Archives: Global Theatre and Performance Histories  (DPE)
Crosslistings: COMP303 / THEA301

Secondary Crosslisting

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyongò. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar

Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation

Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Amy S. Holzapfel

COMP 315 (F) Social Construction (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Jason Josephson Storm

COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE) (WI)
Crosslistings: COMP332 / ARAB331

Secondary Crosslisting
Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018
SEM Section: 01  MR 1:10 pm - 2:25 pm  Amal Eqeiq

COMP 342 (S) Elizabeth Bishop in the Americas (DPE)
Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting
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

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. 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 2019

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

COMP 346 (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Primary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)
Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE. This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Amal Eqeiq

COMP 347 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Secondary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother’s and grandmother’s attempts (or non-attempts) to come to terms with their family’s Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that “we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society.” Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

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

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.
COMP 357 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting
In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.
Attributes: AMST Arts in Context Electives;

COMP 358 (F)  Writing in the Margins: Race, Performance, Playgiarism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332

Secondary Crosslisting
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

Primary Crosslisting

Western neoliberalism is a predatory excrecence 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

Extra Info: not available for the fifth course option

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

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: 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 2018

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

COMP 408 (F) Modernism in Brazil  (DPE)

Crosslistings: COMP408 / ARTH408

Secondary Crosslisting

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianess" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of
this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

**Class Format:** seminar

**Requirements/Evaluation:** participation, short presentations, four 2-page writing assignments, final 12-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 8

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

**Distribution Notes:** DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

**Attributes:** ARTH post-1600 Courses;

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**SEM Section:** 01  T 1:10 pm - 3:50 pm  Mari Rodriguez Binnie

**COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film** (DPE) (WI)

**Crosslistings:** RLFR414 / COMP414

**Secondary Crosslisting**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

**Class Format:** seminar

**Requirements/Evaluation:** three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

**Extra Info:** not available for the fifth course option

**Prerequisites:** 200 RLFR level courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus10 pages of script for video essay

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**Spring 2019**

**SEM Section:** 01  MR 1:10 pm - 2:25 pm  Sophie F. Saint-Just
When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance—African literature, say, or Sumerian art—or perhaps by their historical moment—Ottoman architecture, or postcolonial Indonesian poetry—but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar

Requirements/Evaluation: two to three papers

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Department Notes: Theory Course

Distributions: (D1) (DPE)

Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Anjuli F. Raza Kolb
Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: 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

Fall 2018

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

ECON 204 (F) Economics of Developing Countries  (DPE)

Crosslistings: ENVI234 / ECON204

Primary Crosslisting

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

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

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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

Fall 2018

LEC Section: 01 MWF 8:30 am - 9:45 am  Steven E. Nafziger

ECON 240 (F) Colonialism and Underdevelopment in South Asia  (DPE) (WI) (QFR)

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing
contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Class Format: tutorial

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

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

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

Distributions: (D2) (DPE) (WI) (QFR)

Distribution Notes: DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.

Attributes: GBST South + Southeast Asia Studies Electives; POEC Comparative POEC/Public Policy Courses;

Fall 2018

TUT Section: T1 TBA Anand V. Swamy

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

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

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first come first serve

Expected Class Size: 30

Distributions: (D2) (DPE)

Distribution 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 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Owen Thompson

ENGL 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Primary Crosslisting
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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

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

DPE: 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. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

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

ENGL 113 (F) The Feminist Poetry Movement  (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Primary Crosslisting

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: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am    Bethany Hicok

ENGL 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements  (DPE) (WI)

Crosslistings: COMP115 / ENGL115
Primary Crosslisting

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar
Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have not yet taken a 100-level course
Expected Class Size: 19

Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.
Attributes: ASAM Related Courses; ENGL Literary Histories C;

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am    Anjuli F. Raza Kolb

ENGL 119 (S) Missed Encounters  (DPE) (WI)

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing—as rich as literature itself. We will study the missed encounter—the encounter in which the element of presupposition and fantasy is vividly apparent—in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, *Waiting for the Barbarians*; Harriot, "Report of the New Found Land of Virginia"; Conrad, *Heart of Darkness*; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, *The Pick Up*; Herzog, "Aguirre"; Shakespeare, *Merchant of Venice*; Puccini,

**Class Format:** seminar

**Requirements/Evaluation:** 20 pages of writing in the form of frequent short papers

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students who have not taken or placed out of an English 100-level class

**Expected Class Size:** 19

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

**Distribution Notes:** DPE: The course fulfills the spirit of the DPE requirement by engaging diverse cultural contexts in order to explore the ways in which political, racial, and sexual identities are staked on forcible assertions of difference which at once constitute power and erode it from within. Through discussion and critical writing, students will develop analytical tools and skills to interrogate these effects of social power. WI: Like all English 100-level courses, there is an intensive focus on writing skills through frequent short papers (20 pages total).

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**ENGL 126 (F) Black Literature Matters** (DPE) (WI)

Crosslistings: AFR126 / AMST126 / ENGL126

**Primary Crosslisting**

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

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

**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

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

**Distribution Notes:** DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential 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. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

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Fall 2018
ENGL 132 (F) Black Writing To, From, and About Prison (DPE) (WI)
Crosslistings: WGSS132 / ENGL132
Primary Crosslisting
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. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar
Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing
Extra Info: may not be taken on a pass/fail basis
Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

Fall 2018
SEM Section: 01 MWF 8:30 am - 9:45 am Ianna Hawkins Owen

ENGL 206 (S) We Aren't The World: "Global" Literature in the 20th Century (DPE) (WI)
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: three short papers, term research essay, presentation, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
**ENGL 243 (F) Chemical Intimacies** (DPE)

Crosslistings: ENGL243 / WGSS233 / ARTH243

Secondary Crosslisting

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between “actual” and “represented” (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

**Class Format:** seminar

**Requirements/Evaluation:** individual research project

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

**Expected Class Size:** 10

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

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

**Attributes:** WGSS Theory Courses

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**ENGL 246 (S) The Love of Literature** (DPE) (WI)

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 4, 6, and 10 pages
ENGL 249 (F) Staging Race and Gender (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Primary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

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

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

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;
to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar

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

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

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

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

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Soledad  Fox

ENGL 252 (F)  Ficciones: A Writing Workshop  (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Secondary Crosslisting

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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE: 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 WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions
ENGL 254 (S) *As If Her Mouth Were a Weapon*: Jamaica Kincaid  (DPE) (WI)
Crosslistings: ENGL254 / WGSS274
Primary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 10
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: 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 WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing
Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019
TUT Section: T1   TBA   Ianna Hawkins Owen

ENGL 268 (S) Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)
Crosslistings: REL266 / ENGL268 / COMP228
Secondary Crosslisting
Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.
Class Format: seminar
Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or ENGL.

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

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

ENGL 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)

Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

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

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

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

DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

ENGL 332 (F)  Writing in the Margins: Race, Performance, Playgiarism  (DPE) (WI)
Secondary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018
SEM Section: 01 R 1:10 pm - 3:50 pm Shayok Misha Chowdhury

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

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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 25
Distributions: (D1) (DPE)
Distribution Notes: DPE: 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 early American public sphere. Through reading and discussion, analytical essays, and archival investigation, this course introduces students 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
ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)
Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Primary Crosslisting
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

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE. This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. 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 416 (S) Postcolonial Theory and the World Literature Debates (DPE)

Crosslistings: COMP416 / ENGL416

Primary Crosslisting

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance—African literature, say, or Sumerian art—or perhaps by their historical moment—Ottoman architecture, or postcolonial Indonesian poetry—but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar

Requirements/Evaluation: two to three papers

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Department Notes: Theory Course

Distributions: (D1) (DPE)

Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm    Anjuli F. Raza Kolb
ENGL 420 (S)  Senior Seminar: The Drag of Black Masculinity  (DPE)
Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar
Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited
Expected Class Size: 14
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Kai M. Green

ENVI 208 (S)  Saharan Imaginations  (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

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

ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Crosslistings: ENVI218 / RLSP214

Secondary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

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

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01    MWF 12:00 pm - 12:50 pm    Jennifer L. French

ENVI 234 (F) Economics of Developing Countries (DPE)

Crosslistings: ENVI234 / ECON204

Secondary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am     Steven E. Nafziger

ENVI 250 (S) Environmental Justice (DPE)
Crosslistings: ENVI250 / SCST250

Primary Crosslisting

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

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

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Laura J. Martin

GBST 101 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnus T. Bernhardsson

GBST 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Secondary Crosslisting
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Julie A. Cassiday
GBST 234 (F) What is Islam? (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

GBST 244 (S) Mediterranean Journeys (DPE)
Crosslistings: COMP244 / GBST244

Secondary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

Class Format: seminar

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE:
Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)
Crosslistings: GBST351 / PSCI351

Secondary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor
GBST 352 (F) Politics in Mexico (DPE) (WI)
Crosslistings: GBST352 / PSCI352
Secondary Crosslisting
Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar
Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some knowledge of Mexican history
Enrollment Limit: 15
Enrollment Preferences: Political Science majors and seniors
Expected Class Size: 14
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.
Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018
LEC Section: 01  TF 2:35 pm - 3:50 pm  James E. Mahon

GBST 358 (S) Religion and Law (DPE)
Crosslistings: REL358 / GBST358
Secondary Crosslisting
This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.
Class Format: seminar
Requirements/Evaluation: reading response, two essays, final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion majors
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Saadia Yacoob

GBST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480
Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).
Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnus T. Bernhardsson

GERM 118 (F) Animal Subjects (DPE) (WI)
Crosslistings: GERM118 / COMP118
Secondary Crosslisting
Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about
animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018

TUT Section: T1 TBA Natalie E. Lozinski-Veach

GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Primary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon tirelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

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

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10
Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoing of oneself and one's own group for the moral and political health of the society.

Fall 2018
TUT Section: T1 TBA Gail M. Newman

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)
Crosslistings: COMP401 / GERM401 / WGSS401

Secondary Crosslisting
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

Extra Info: not available for the fifth course option

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

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: 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 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

HIST 102 (F) West Africa through Women's Voices (DPE) (WI)
Crosslistings: HIST102 / WGSS102

Primary Crosslisting
This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The
course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018

LEC Section: 01    M 7:00 pm - 9:40 pm     Matthew Swagler

HIST 162 (S) Unfamous Women, USA (DPE) (WI)

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Class Format: tutorial

Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

Extra Info: not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?

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

Spring 2019

TUT Section: T1    TBA     Gretchen Long

HIST 202 (F) From the Atlantic Slave Trade to Black Panther: Africa and the United States (DPE)
This course introduces 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 explores 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 part of the class shows how the US government and non-governmental organizations became deeply involved in Africa beginning in the second half of 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 including recent connections between the Black Lives Matter movement and student activists in South Africa.

Class Format: discussion/lecture

Requirements/Evaluation: discussion participation, map quiz, short papers, and final group project

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History Majors, Africana Studies Concentrators, American Studies Majors

Expected Class Size: 15-20

Distributions: (D2) (DPE)

Distribution Notes: This course focuses on effects of racism & colonialism on peoples of African descent & key episodes when Black solidarity was forged across great physical distance between the US & Africa. Through readings, discussion, & the final group project, the course will help students assess what foundations allowed for trans-Atlantic collaboration both among people who trace their heritage to Africa & between people with different racial backgrounds.

Attributes: HIST Group A Electives - Africa; HIST Group F Electives - U.S. + Canada
HIST 207 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Primary Crosslisting
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
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Magnus T. Bernhardsson

HIST 208 (F) What is Islam? (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

HIST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)
Crosslistings: HIST256 / AMST256 / AFR257

Secondary Crosslisting

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

Class Format: seminar

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

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

Enrollment Limit: 35

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

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the “same” as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

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

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew R. Cornell

HIST 284 (S) Introduction to Asian American History (DPE)
Crosslistings: HIST284 / AMST284 / ASST284

Primary Crosslisting

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion
Requirements/Evaluation: a series of short essays and a final oral history/family history

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

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

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     Scott Wong

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 reading-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have debated 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.

Class Format: seminar

Requirements/Evaluation: discussion participation, map quiz & multiple papers

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators

Expected Class Size: 10-15

Distributions: (D2) (DPE)

Distribution Notes: DPE: This 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 we will analyze, the course will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

Spring 2019

SEM Section: 01    M 7:00 pm - 9:40 pm     Matthew Swagler

HIST 308 (S)  The Nile  (DPE) (WI)

Crosslistings: ARAB308 / HIST308

Primary Crosslisting

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century,
the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Class Format: seminar

Requirements/Evaluation: short papers and final project/paper

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

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm    Magnus T. Bernhardsson

HIST 332 (S) Queer Europe: Sexualities and Politics since 1850  (DPE)

Crosslistings: HIST332 / WGSS331

Primary Crosslisting

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1960s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: seminar

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.
HIST 362 (S) Indigenous Women's History (DPE) (WI)

Crosslistings: AMST324 / HIST362 / WGSS324

Secondary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

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

HIST 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Crosslistings: HIST376 / WGSS376

Primary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis
**Prerequisites:** none  
**Enrollment Limit:** 25  
**Enrollment Preferences:** History majors, Women's, Gender and Sexuality Studies majors  
**Expected Class Size:** 20  
**Distributions:** (D2) (DPE)  
**Distribution Notes:** DPE: 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

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**Fall 2018**

**SEM Section:** 01    **TF:** 2:35 pm - 3:50 pm    **Sara Dubow**

**HIST 380 (F) Comparative American Immigration History (DPE)**

This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

**Class Format:** lecture/discussion  
**Requirements/Evaluation:** a series of papers and a final oral history or family history  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** none  
**Enrollment Limit:** 25  
**Enrollment Preferences:** first come, first served  
**Expected Class Size:** 25  
**Distributions:** (D2) (DPE)  
**Distribution Notes:** DPE: This course examines the history of immigration patterns of people coming to the U.S. from all over the world from the late 18th century to the present. By examining American immigration history through immigration law and a variety of texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our country and society has been a conflict that has played out for nearly all of our national history.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS Comparative Race + Ethnic Studies Electives

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**Fall 2018**

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

**HIST 468 (S) Race, Empire, and the Birth of the American Century (DPE)**

Crosslistings: AMST468 / HIST468  
*Primary Crosslisting*

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  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 19  
**Enrollment Preferences:** must be a History or American Studies major
**Expected Class Size:** 15-19

**Department Notes:** History Department Senior Seminar

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

**Distribution Notes:** DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

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

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**HIST 480 (F) Interpretations of the Israeli Palestinian Conflict** (DPE) (WI)

**Crosslistings:** JWST480 / GBST480 / ARAB480 / HIST480

**Primary Crosslisting**

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

**Class Format:** tutorial

**Requirements/Evaluation:** 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

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

**Prerequisites:** none, though some academic experience with Middle East materials is preferred

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli-Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

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**HIST 489 (F) Feminist Movements in U.S. History** (DPE)

This class studies the historical development of feminist movements in the United States. From the 19th century women's rights movements through 20th century movements for women's liberation, it examines the changing definitions of feminism and the array of strategies and organizations that activists have generated. It also examines the complex dynamic between feminist activism and the production of women's history, examining the role of historical narrative in feminists' struggle for social change.
**JWST 217 (F) The Modern Middle East (DPE)**

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

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.

**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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**JWST 249 (F) Anti-Semitism (DPE)**

Crosslistings: JWST249 / REL249

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or
should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Class Format: seminar

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Distributions: (D2) (DPE)

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm     Jeffrey I. Israel

JWST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

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

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1    TBA     Magnus T. Bernhardsson

LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that
have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives

Spring 2019

TUT Section: T1      Cancelled

LATS 222 (F)  Ficciones: A Writing Workshop  (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Primary Crosslisting

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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL

DPE: 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 WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives

Fall 2018

STU Section: 01    TR 8:30 am - 9:45 am     Nelly A. Rosario

Spring 2019

STU Section: 01    M 7:00 pm - 9:40 pm     Nelly A. Rosario

LATS 316 (F)  The Graphic Narrative: A “Global South” Perspective  (DPE)
"[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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Nelly A. Rosario

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm     Nelly A. Rosario

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

Crosslistings: ARTH440 / LATS440
This seminar examines connections between Latina/o 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.

Class Format: seminar
Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalization and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.
Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018
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)
Crosslistings: PSCI212 / LEAD205

Primary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
LEAD 207 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207
Secondary Crosslisting
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
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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

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. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: lecture/discussion
Requirements/Evaluation: based on class attendance and participation, regular short writing assignments, and a final paper

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

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

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE)

Distribution Notes: DPE: 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

Fall 2018

LEC Section: 01 MW 11:00 am - 12:15 pm Corinna S. Campbell

MUS 177 (F) Gender and Sexuality in Music (DPE)

Crosslistings: MUS177 / WGSS177

Primary Crosslisting

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 ideas, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with some musical experience

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018

LEC Section: 01 TR 9:55 am - 11:10 am Corinna S. Campbell

MUS 211 (S) Music, Nationalism, and Popular Culture (DPE) (WI)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our
focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** upperclass students and Music majors

**Expected Class Size:** 12

**Department Notes:** MUS World Music/Ethnomusicology

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

**Distribution Notes:** DPE: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

**Attributes:** AMST Arts in Context Electives; MUS World Music/Ethnomusicology;

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Spring 2019
LEC Section: 01  MR 1:10 pm - 2:25 pm  Corinna S. Campbell

**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:** lecture

**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

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

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 30

**Distributions:** (DPE)

**Distribution Notes:** DPE: 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 2019
LEC Section: 01  TF 1:10 pm - 2:25 pm  Kiaran Honderich

**PHLH 220 (F) Nutrition in the Developing World  (DPE) (WI)**

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence 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.

**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

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

**Prerequisites:** PHLH 201 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 19

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

**Distribution Notes:** DPE: 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. WI: As a WI 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.

**Attributes:** PHLH Nutrition, Food Security + Environmental Health;

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm    Marion Min-Barron

**PSCI 160 (S) Refugees in International Politics** (DPE) (WI)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

**Class Format:** tutorial

**Requirements/Evaluation:** eleven graded essays: five primary, five critique, and one statement

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression. WI: Students will write, and will write about writing, every week.

**Attributes:** POEC International Political Economy Courses; PSCI International Relations Courses;

Spring 2019

TUT Section: T1    TBA    Cheryl Shanks

**PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy** (DPE)
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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. 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

Spring 2019

LEC Section: 01    TR 11:20 am - 12:35 pm    Mason B. Williams

PSCI 266 (S) The United States and Latin America (DPE)

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.

Class Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second

Requirements/Evaluation: a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America
was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.

Attributes: GBST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Spring 2019

LEC Section: 01    MR 2:35 pm - 3:50 pm     James E. Mahon

PSCI 335 (F) Racial Equity, Liberal Democracy, and Democratic Theory (DPE)

In Ta-Nehisi Coates' best-selling book Between the World and Me, he says that in the wake of the non-indictment of former police officer Darren Wilson in the death of Michael Brown "I did not tell [my son] that it would be okay, because I have never believed it would be okay." With admissions like this, Coates stoked a long-standing debate about the prospects for racial equity in liberal democracies like the United States. In this course, we look at this debate, examining what black thinkers in particular have said about whether racial equity can be achieved in a liberal democracy founded on racial domination and why they come to the conclusions they do. Then, we examine what contemporary democratic theorists have had to say about how racial equity might be achieved and how they have sought to advance this goal through their writing. Can the strategies theorists propose and employ really aid in the advancement of racial equity? Which are more and less promising? We end by asking: Do anti-democratic means have to be employed to fully realize democracy? What anti-democratic means? Authors we will engage include Coates, bell hooks, Charles Mills, Melvin Rogers, Chris Lebron, Lawrie Balfour, and Danielle Allen.

Class Format: seminar

Requirements/Evaluation: class facilitation, group reflections (three 4-page responses), book review (6-8 pages), final essay (12-14 pages)

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This class centers sociological and political theoretical questions about race inequity and equity in a liberal democratic society. It features black writers' perspectives on inequity and equity. The course nurtures the skill of speaking across difference by requiring students to write responses as groups and encouraging deep student participation by making students class facilitators

Attributes: PSCI Political Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am     Greta F. Snyder

PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)

Crosslistings: GBST351 / PSCI351

Primary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15
Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Attributes: GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Spring 2019
LEC Section: 01 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 352 (F) Politics in Mexico (DPE) (WI)
Crosslistings: GBST352 / PSCI352

Primary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

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

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018
LEC Section: 01 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 359 (S) The Body as Property (DPE) (WI)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan “my body, my choice”; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).
**REL 234 (F) What is Islam? (DPE)**

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

**REL 239 (F) The Modern Middle East (DPE)**

This course introduces students to the modern Middle East as a varied and contested historical tradition. The course will trace the historical development of the modern Middle East, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).
Secondary Crosslisting

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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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 2018

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnus T. Bernhardsson

REL 249 (F) Anti-Semitism (DPE)

Crosslistings: JWST249 / REL249

Primary Crosslisting

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Class Format: seminar

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Distributions: (D2) (DPE)

Fall 2018

SEM Section: 01 TF 1:10 pm - 2:25 pm Jeffrey I. Israel
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

REL 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)

Crosslistings: REL264 / WGSS264

Primary Crosslisting

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluralist discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors, student seniority by class
Expected Class Size: 19
Distributions: (D2) (DPE)

Distribution Notes: DPE: The course’s focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Phillip J. Webster

REL 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century    (DPE)
Crosslistings: REL266 / ENGL268 / COMP228

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

Class Format: seminar
Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or ENGL.
DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

REL 269 (S) Mindsight: Mindfulness and Medicine    (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on
mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the 'kindness curriculum¿ in schools, and other areas of applied research on mindfulness that have generated a 'science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 10

REL 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)
Crosslistings: REL278 / ASST278
Primary Crosslisting

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Class Format: seminar
Requirements/Evaluation: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion and Asian Studies majors
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not
fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

Spring 2019
SEM Section: 01  MR 1:10 pm - 2:25 pm  Susanne Kerekes

REL 301 (F)  Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Primary Crosslisting
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Jason Josephson Storm

REL 358 (S)  Religion and Law  (DPE)
Crosslistings: REL358 / GBST358

Primary Crosslisting
This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Class Format: seminar
**RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts** (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar

**Requirements/Evaluation:** three response papers, one short essay on film adaption, one video essay with a student partner

**Extra Info:** not available for the fifth course option

**Prerequisites:** students should have taken RLFR 105 or above, or placement test, or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Comparative Literature majors, Africana Studies concentrators, French majors and certificates

**Expected Class Size:** 12

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

**Distribution Notes:** DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.

**Attributes:** FMST Core Courses;

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**RLFR 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France** (DPE)

Crosslistings: WGSS224 / RLFR224

**Primary Crosslisting**

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.
Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 18

Department Notes: if the course is overenrolled, students will submit a form online

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Spring 2019

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

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film  (DPE)

Crosslistings: RLFR225 / COMP224

Secondary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during
WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018
SEM Section: 01    MW 11:00 am - 12:15 pm    Brian Martin

RLFR 300 (F)  Albert Camus and the Philosophy of Living  (DPE)
Why is Albert Camus so well known? Why has this XXth century humanist, writer and philosopher, touched so many lives? From exile to kinship, from despair to resistance and rebellion, Camus invites us to reflect on the human condition with lucidity and the knowledge that happiness and serenity can cohabit with incomprehension and injustice. We are like Sisyphus, as he rolls the rock back up the hill over and over again, he has time to think of his condition, realizing that in spite of the struggle and because of it, he can find meaning and happiness in life. What remains to define is what is "happiness"? We will examine in depth Camus’ major works of fiction: the novels (L’Etranger, La Peste) and short stories (in L’Exil et le royaume, L’Envers et l’endroit), his philosophical essay (Le Mythe de Sisyphe) one political work (Lettres à un ami allemand) and his last posthumous novel (Le Premier Homme). Students must be prepared to actively discuss these works and their themes as we interpret them. Conducted in French.

Class Format: seminar
Requirements/Evaluation: oral presentations, two papers (5 pages each), one final paper (8-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any RLFR 200 level at Williams or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: French majors or certificate candidates
Expected Class Size: 15
Materials/Lab Fee: packet
Distributions: (D1) (DPE)
Distribution Notes: DPE: In this course we will focus on the themes of exile, religion, social injustice and inequalities through the works of Camus. Many discussions will center on the responsibility individual has to refute injustice, rebel against it, and find a balance in a humanistic approach

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Nicole S. Desrosiers

RLFR 414 (S)  Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE) (WI)
Crosslistings: RLFR414 / COMP414
Primary Crosslisting
Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Class Format: seminar
Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay
Extra Info: not available for the fifth course option
Prerequisites: 200 RLFR level courses
Enrollment Limit: 19
Enrollment Preferences: French and Comparative Literature majors and certificate students
Expected Class Size: 10
Distributions:  (D1) (DPE) (WI)

Distribution Notes:  DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.  WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay.

Spring 2019

SEM Section: 01   MR 1:10 pm - 2:25 pm   Sophie F. Saint-Just

RLSP 205 (F)  The Latin-American Novel in Translation  (DPE)
Crosslistings: COMP205 / RLSP205

Primary Crosslisting

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Class Format: lecture

Requirements/Evaluation:  class participation, two brief papers, a midterm, and a final exam

Prerequisites:  none

Enrollment Limit:  22

Enrollment Preferences:  Spanish majors, Latina/o Studies concentrators

Expected Class Size:  22

Department Notes:  does not carry credit for the Spanish major or the certificate

Distributions:  (D1) (DPE)

Attributes:  GBST Latin American Studies Electives

Fall 2018

LEC Section: 01   MR 2:35 pm - 3:50 pm   Gene H. Bell-Villada

RLSP 214 (S)  "Ecologismo": Literature, Culture and the Environment in Latin America  (DPE)
Crosslistings: ENVI218 / RLSP214

Primary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation:  brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

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

Prerequisites:  RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit:  19

Enrollment Preferences:  Spanish and Environmental Studies majors
Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"—economic, ecological, and cultural— informs Latin American responses to environmental degradation.

Spring 2019
SEM Section: 01 MWF 12:00 pm - 12:50 pm Jennifer L. French

RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martinez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: seminar
Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence—Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Spring 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RUSS 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Primary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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
**RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)**

Crosslistings: SOC248 / GBST247 / RUSS248

**Secondary Crosslisting**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format**: tutorial

**Requirements/Evaluation**: 5-page paper every other week, comments on the partner's paper in alternate weeks

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

**Prerequisites**: none

**Enrollment Limit**: 10

**Enrollment Preferences**: Anthropology, Sociology, and Russian majors

**Expected Class Size**: 10

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

**Distribution Notes**: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1 TBA Olga Shevchenko

**RUSS 277 (F) The Self Under Stalin: a Genealogy of Soviet Subjectivity (DPE)**

Crosslistings: COMP269 / RUSS277

**Primary Crosslisting**

In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural
Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

Class Format: seminar
Requirements/Evaluation: class participation, short response papers, final paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Russian majors, History majors, Comparative Literature majors
Expected Class Size: 10
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Jason A. Cieply

SCST 250 (S) Environmental Justice  (DPE)
Crosslistings: ENVI250 / SCST250
Secondary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: 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

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Laura J. Martin
“Social construction” can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that “Whiteness,” “heterosexuality,” and “masculinity,” for instance, are all socially constructed, we will ask if the same is true of “electrons,” “money,” “the solar system,” and “climate change.” Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is “real” or “not real?” Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Jason Josephson Storm

SOC 228 (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.

Class Format: seminar

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

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm     Ben Snyder

SOC 248 (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Primary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1    TBA     Olga Shevchenko

SOC 301 (F)  Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of
"electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore the role of social construction in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm

SOC 324 (S) Memory and Identity (DPE)
Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals’ sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to commemorate the victims of 9/11 in the US or the victims of Stalin’s purges in the post-Soviet space.
Class Format: seminar
Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups’ struggles for power and visibility.

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm     Olga Shevchenko

THEA 240 (S) Queer Drama (DPE)
Crosslistings: THEA240 / WGSS237
This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: seminar, three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Shayok Misha Chowdhury

THEA 249 (F)  Staging Race and Gender  (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.

Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

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

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

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies

WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;
THEA 267 (F) Performance Studies: An Introduction (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins 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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under
WGSS DPE: 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

Fall 2018

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

THEA 301 (S) Embodied Archives: Global Theatre and Performance Histories (DPE)
Crosslistings: COMP303 / THEA301

Primary Crosslisting
History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time?
What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been
constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and
embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy
the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include:
West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England;
print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography
and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be
informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey
Young, and Tavia Nyongò. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar
Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report;
and a final research project or presentation

Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II
Enrollment Limit: 18
Enrollment Preferences: Theatre majors
Expected Class Size: 8-10
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than ‘givens,’ and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance.

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Amy S. Holzapfel

THEA 332 (F) Writing in the Margins: Race, Performance, Plagiarism (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332
Primary Crosslisting
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018
SEM Section: 01 R 1:10 pm - 3:50 pm Shayok Misha Chowdhury

WGSS 101 (F) 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Department Notes: required course for the Women's, Gender and Sexuality Studies major
Distributions: (D2) (DPE)
Distribution Notes: DPE: 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 2018
SEM Section: 01 TR 9:55 am - 11:10 am Gregory C. Mitchell
SEM Section: 02 TR 9:55 am - 11:10 am Kiaran Honderich
Spring 2019
SEM Section: 01 TR 11:20 am - 12:35 pm Vivian L. Huang
SEM Section: 02 TR 11:20 am - 12:35 pm Kai M. Green

WGSS 102 (F) West Africa through Women's Voices (DPE) (WI)
Crosslistings: HIST102 / WGSS102
Secondary Crosslisting
This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.
Class Format: lecture
Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10-15
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.
Attributes: HIST Group A Electives - Africa;

Fall 2018
LEC Section: 01 M 7:00 pm - 9:40 pm Matthew Swagler

WGSS 105 (F) American Girlhoods (DPE) (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105
Secondary Crosslisting

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

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

DPE: 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. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

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

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

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: 15

Distributions: (D2) (DPE) (WI)
**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

**DPE:** This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

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**Fall 2018**

SEM Section: 01  TR 8:30 am - 9:45 am  Bethany Hicok

**WGSS 119 (S) Asian American Femininities** (DPE) (WI)

Crosslistings: COMP119 / WGSS119

**Primary Crosslisting**

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or peer responses

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

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

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP

The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. Wi: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

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

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**Spring 2019**

TUT Section: T1  TBA  Vivian L. Huang

**WGSS 132 (F) Black Writing To, From, and About Prison** (DPE) (WI)

Crosslistings: WGSS132 / ENGL132

**Secondary Crosslisting**

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. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).
Class Format: seminar

Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

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

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

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery. This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing.

Fall 2018

WGSS 177 (F) Gender and Sexuality in Music (DPE)

Crosslistings: MUS177 / WGSS177

Secondary Crosslisting

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 inform 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: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with some musical experience

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018

LEC Section: 01 TR 9:55 am - 11:10 am Corinna S. Campbell

WGSS 202 (F) 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

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2018
SEM Section: 01 MR 2:35 pm - 3:50 pm Vivian L. Huang

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Gregory C. Mitchell

WGSS 214 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018
SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassiday
In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 18

Department Notes: if the course is overenrolled, students will submit a form online

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Spring 2019

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

*WGSS 233 (F) Chemical Intimacies* (DPE)

Crosslistings: ENGL243 / WGSS233 / ARTH243

Primary Crosslisting

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar

Requirements/Evaluation: individual research project

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

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

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

DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Mel Y. Chen

WGSS 235 (F) Innovation, Gender, and Sustainable Development (DPE)

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU’s policy of “Gender Mainstreaming” which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: seminar, combination of lecture and discussion

Requirements/Evaluation: reading journal, mid-term exam, and a final research project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course focuses specifically on tools for analysing the potential differential impacts of sustainable development projects along gender lines.

Fall 2018

SEM Section: 01  TF 1:10 pm - 2:25 pm  Maria K. Udén

WGSS 237 (S) Queer Drama (DPE)

Crosslistings: THEA240 / WGSS237

Secondary Crosslisting

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of “queer”? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: seminar, three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

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

Prerequisites: none

Enrollment Limit: 14
Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under WGSS DPE. This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Shayok Misha Chowdhury

WGSS 244 (F) Actually Existing Alternative Economies (DPE) (WI)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Class Format: tutorial

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Fall 2018

TUT Section: T1 TBA Kiaran Honderich

WGSS 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decrees harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity.
Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life-his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

WGSS 260 (S) Power, Feminist-Style (DPE) (WI)

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 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, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation: class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: Writing assignments train students' attention on various elements of argumentation and style and involve peer and teacher review and revision.

Attributes: WGSS Theory Courses
WGSS 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)

Crosslistings: REL264 / WGSS264

Secondary Crosslisting

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Fall 2018

SEM Section: 01 TR 11:20 am - 12:35 pm Phillip J. Webster

WGSS 267 (F) Performance Studies: An Introduction (DPE)

Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting

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

Extra Info: not available for the fifth course option

Prerequisites: none
WGSS 269 (F) Staging Race and Gender  (DPE) (WI)
Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

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

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

Enrollment Limit: 19

Enrollment Preferences: none

Fall 2018

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

WGSS 274 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid  (DPE) (WI)
Crosslistings: ENGL254 / WGSS274

Secondary Crosslisting

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

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

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

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: 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 WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

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

Spring 2019

TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 301 (F) Sexual Economies (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Primary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

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

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

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

Fall 2018
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018

SEM Section: 01   W 1:10 pm - 3:50 pm   Jason Josephson Storm

WGSS 314 (S) The Social Ecology of Racial and Gender Inequity (DPE)

Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

Class Format: seminar

Requirements/Evaluation: class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 20

Distribution Notes: DPE: This course introduces students to social psychology's 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

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Greta F. Snyder

WGSS 324 (S) Indigenous Women's History  (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

Secondary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures—such as La Malinche, Pocahontas, and Sakakawea—as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

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

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Tyler J. Rogers

WGSS 331 (S) Queer Europe: Sexualities and Politics since 1850  (DPE)
Crosslistings: HIST332 / WGSS331

Secondary Crosslisting

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing
and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: seminar

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Chris Waters

WGSS 337 (S) Race, Sex & Gender in Brazil (DPE)

Crosslistings: ANTH337 / WGSS337

Primary Crosslisting

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar

Requirements/Evaluation: research paper and its various components, participation

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

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil
WGSS 340 (S) Elizabeth Bishop in the Americas  (DPE)

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting

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:

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

Distributions:  (D2) (DPE)

Distribution Notes:  meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. 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
readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar

Requirements/Evaluation: individual research project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

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

Spring 2019

SEM Section: 01    M 7:00 pm - 9:40 pm     Mel Y. Chen

WGSS 363 (F) Transnational Activism: Practice, Problems, Ethics (DPE)

As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensify, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists' efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the "white savior." Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? 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 facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)

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

Prerequisites: none

Enrollment Limit: none

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

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)

Crosslistings: ANTH371 / WGSS371

Secondary Crosslisting
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.

Class Format: seminar

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

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

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

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

WGSS 376 (F)  Sex, Gender, and the Law in U.S. History  (DPE)

Crosslistings: HISt376 / WGSS376

Secondary Crosslisting

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

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20
**Distribution Notes:** DPE: 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

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**WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism** (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

**Secondary Crosslisting**

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

**Extra Info:** not available for the fifth course option

**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

**Materials/Lab Fee:** course books and reader packet

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

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: 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.

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**WGSS 420 (S) Senior Seminar: The Drag of Black Masculinity** (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

**Primary Crosslisting**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of
Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

**Class Format:** seminar

**Requirements/Evaluation:** each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

**Expected Class Size:** 14

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

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

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**Difference, Power, and Equity**

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

**Crosslistings:** AFR105 / ARTH104

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.

**Class Format:** lecture

**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

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

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: 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.

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**Spring 2019**

**SEM Section:** 01    W 1:10 pm - 3:50 pm    Kai M. Green

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**Fall 2018**

**LEC Section:** 01    WF 11:00 am - 12:15 pm    Michelle M. Apsotsos
AFR 126 (F) Black Literature Matters  (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126

Secondary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential 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. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love
Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love

AFR 257 (F) Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)
Crosslistings: HIST256 / AMST256 / AFR257

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

Class Format: seminar
Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 35

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

Expected Class Size: 25

Distributions: (D2) (DPE)

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

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

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Andrew R. Cornell

AFR 331 (S) Senior Seminar: The Drag of Black Masculinity (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Kai M. Green

AFR 369 (S) African Art and the Western Museum (DPE) (WI)

Crosslistings: AFR369 / ARTH308

Secondary Crosslisting

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)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 104 or special permission from the instructor
Enrollment Limit: 10
Enrollment Preferences: Art History and African Studies Majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
DPE: 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 2019
TUT Section: T1   TBA   Michelle M. Apotsos

AMST 101 (F) America: the Nation and Its Discontents  (DPE) (WI)
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.

Class Format: seminar
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: NOTE: Prof. Nelson's section Spring 2019 only is NOT Writing Intensive. DPE: 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. WI: This course satisfies the WI requirement in its close attention to the processes
of writing, argumentation, and revision; and in the total number of pages of writing produced.
Attributes: EXPE Experiential Education Courses;
AMST 105 (F)  American Girlhoods  
(DPE)  (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105
Secondary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: 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. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.
Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01  TF 2:35 pm - 3:50 pm  Kathryn R. Kent

AMST 106 (S)  Coming of Age in the City: Growing up and Growing Older in Communities of Color  
(DPE)  (WI)
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
AMST 113 (F) The Feminist Poetry Movement (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting
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: 15

Distributions: (D2) (DPE) (WI)

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

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

AMST 126 (F) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126

Secondary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential 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. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01   TR 8:30 am - 9:45 am   Kimberly S. Love
Spring 2019
SEM Section: 01   TR 8:30 am - 9:45 am   Kimberly S. Love

AMST 146 (F) Introduction to Native American and Indigenous Studies  (DPE)
What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

Class Format: seminar
Requirements/Evaluation: attendance and class participation, three 3- to 5-page essays, and one in-class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: American Studies majors or first- and second-year students
Expected Class Size: 19
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race,
Politicians and pundits often bill the United States as a classless society, owing to its lack of a feudal past. Since the 1950s, most Americans—including many whom sociologists would deem wealthy or poor—have come to describe themselves as "middle class." But this may be changing. Bernie Sanders' strident calls to reign in Wall Street greed remain enormously popular. And since the election of President Trump, journalists have rediscovered a group they call "the white working-class" while books such as *Hillbilly Elegy* and *White Trash* have moved to the top of the best seller lists. So, what is class and how does it shape our lives today? This course is designed to introduce students to the study of social class in an interdisciplinary fashion. We will use memoir and works of fiction to better grasp the life experiences and worldviews of people on different rungs of the economic ladder. Then we will delve into the ways that major theorists, such as Karl Marx, Max Weber, and Pierre Bourdieu have defined social class in terms of work life, social standing in a community, and bundles of "tastes" or consumption preferences. We will turn to historians to make sense of the patterns by which class inequality developed in tandem with racial oppression in the United States, and to the competing arguments of sociologists attempting to explain the growing wealth gap. Finally, we will look to activists and social workers to see how individuals and groups work to bridge the class divide in attempts to mitigate poverty and challenge inequalities. Throughout, participants will be encouraged to use assigned materials as prompts to think critically about how class shapes their own lives.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance, participation, three papers 5-10 pages each

**Extra Info:** Not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: The course focuses on the ways access to material wealth, and perceived class position shape life experiences. We will analyze different aspects of class power, from employment relations, to political influence, to self-confidence. The last weeks of the course will address ways movements seek to bridge class divides to challenge economic and other forms of inequality. The course will be intersectional throughout—discussing how class, race, and gender inequalities reinforce one another.

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

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From the NBA to the Olympics, community leagues and tournaments to home watch parties and celebrations, sports play a pivotal part in the lives, livelihoods, and leisure of Asian Americans and Pacific Islanders. In this course, we will take an interdisciplinary and intersectional approach to examining how AA/PI sporting cultures are intimately tied to processes of citizenship, identity formation, and racialization against the backdrop of nation and empire. We will analyze how the complex network of players/competitors, spectators, investors, marketers, and governing bodies mediate national and transnational narratives of democracy, colorblindness, meritocracy, multiculturalism, and neoliberalism, especially in their (non)equivalence to the Model Minority Myth. We will also reflect meaningfully about our own fandom and/or involvement with sports in relation to our pleasure, passion, entertainment, and "fun."

**Class Format:** seminar

**Requirements/Evaluation:** weekly reading responses, a midterm paper (7-8 pages), an ethnography, and a critical PSA/commercial

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** AMST 101/201 Intro to American Studies  

**Enrollment Limit:** 15  

**Enrollment Preferences:** American Studies majors  

**Expected Class Size:** 15  

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

**Distribution Notes:** DPE: 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;  

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Spring 2019  

SEM Section: 01  TR 8:30 am - 9:45 am  Anthony Y. Kim  

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

Crosslistings: AMST242 / COMP242 / ENGL250  

**Secondary Crosslisting**  

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

**Class Format:** seminar  

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

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

**Prerequisites:** any literature course at Williams or permission of instructor  

**Enrollment Limit:** 18  

**Expected Class Size:** 18  

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

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

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

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

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Spring 2019  

SEM Section: 01  MW 11:00 am - 12:15 pm  Soledad Fox  

**AMST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)**  

Crosslistings: HIST256 / AMST256 / AFR257
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

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

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

Enrollment Limit: 35

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

Expected Class Size: 25

Distributions: (D2) (DPE)

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

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

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Andrew R. Cornell

AMST 284 (S) Introduction to Asian American History    (DPE)

Crosslistings: HIST284 / AMST284 / ASST284

Secondary Crosslisting

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; HIST Group F Electives - U.S. + Canada
AMST 300 (F) Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300
Primary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.
Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01   MR 2:35 pm - 3:50 pm    Anthony Y. Kim

AMST 324 (S) Indigenous Women's History  (DPE)  (WI)
Crosslistings: AMST324 / HIST382 / WGSS324
Primary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar
Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

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

Spring 2019

SEM Section: 01 TR 8:30 am - 9:45 am Tyler J. Rogers

AMST 334 (F) Sexual Economies (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

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

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

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

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Gregory C. Mitchell

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

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting

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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE. This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. 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 2019

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

AMST 352 (S) Grassroots Organizing and Civil Resistance (DPE)

This course examines the ways that ordinary people exercise collective power to influence elites, access resources, and even topple authoritarian governments. We will explore a variety of case studies—from the U.S. labor movement and urban community organizing, to recent direct action campaigns to prevent climate catastrophe—in order to gain insight into the art and science of grassroots mobilization. The class will make use of scholarship from the fields of history, sociology, and peace studies to probe the nature of political consent and the efficacy of forms of nonviolent action, such as boycotts, strikes, and blockades. Most importantly, however, we will draw from the personal expertise, tool kits, and training manuals of on-the-ground organizers to develop practical skill sets that can be applied in a variety of settings. Students will gain hands-on experience with important organizing techniques, such as power-mapping, 1-on-1 conversations, and action scenario planning. We will also consider the importance of expressive cultures and artistic practices to social change efforts, and delve into abiding challenges, such as building coalitions across race and class differences. The course will prove useful for those considering careers in social work, the labor movement, international NGOs, the law, public education, or political journalism.

Class Format: seminar

Requirements/Evaluation: attendance and participation; in-person skills assessments; group project; short essay-style final exam

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class combines knowledge generated by social scientists with the practical know how of grassroots organizers on the most effective ways for people without significant financial resources to change opinions, laws, and regimes. Students practice specific skills such as one-on-one organizing conversations, power-mapping, strategic messaging, and planning of nonviolent direct actions to gain attention or bargaining
leverage. We directly discuss different meanings and forms of power, and we address ways movements can build coalitions among diverse constituencies.

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; Spring 2019

**SEM Section:** 01 MR 1:10 pm - 2:25 pm Andrew R. Cornell

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 13

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

**Distribution Notes:** DPE: 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; Fall 2018

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

**AMST 405 (S) Critical Indigenous Theory** (DPE) (WI)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.
AMST 420 (S) Senior Seminar: The Drag of Black Masculinity  (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women’s, Gender, and Sexuality Studies majors and others with substantial background in Women’s, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kai M. Green

AMST 468 (S) Race, Empire, and the Birth of the American Century (DPE)
Crosslistings: AMST468 / HIST468

Secondary Crosslisting

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Department Notes: History Department Senior Seminar

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

Attributes: ASAM Related Courses; HIST Group F Electives - U.S. + Canada

Spring 2019

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

ANTH 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decry harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life-his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01     M 7:00 pm - 9:40 pm     Kim Gutschow

ANTH 269 (S) Mindsight: Mindfulness and Medicine  (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269

Primary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the `kindness curriculum¿ in schools, and other areas of applied research on mindfulness that have generated a `science of personal transformation¿. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

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

Spring 2019
TUT Section: T1     TBA     Kim Gutschow

ANTH 301 (F) Sexual Economies  (DPE)
Crosslistings: WGSS301 / ANTH301 / AMST334

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

**Class Format:** seminar

**Requirements/Evaluation:** midterm essay exam, final research paper, research proposal/annotated bibliography

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

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

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

**Distribution Notes:** DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Gregory C. Mitchell

**ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism** (DPE)

Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class, we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of phenomena that pertain to democracy—for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our focus on citizenship (broadly defined)—i.e., a recognized right to be different while being accepted as a part of a national community—will bring to light complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of democratic regimes to govern their varied populations.

**Class Format:** seminar

**Requirements/Evaluation:** one long research paper, three book reports, and seminar discussions

**Prerequisites:** ANTH 101 or SOC 101 or by permission of the instructor

**Enrollment Limit:** none

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 15

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

**Distribution Notes:** DPE: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the course will foster students' critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis of gender, disability, migration status, and ideological constructions of difference.

Fall 2018
ANTH 337 (S) Race, Sex & Gender in Brazil  (DPE)
Crosslistings: ANTH337 / WGSS337

Secondary Crosslisting
The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar
Requirements/Evaluation: research paper and its various components, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 7
Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview
Expected Class Size: 7
Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student
Distributions: (D2) (DPE)
Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil
Attributes: LATS Countries of Origin + Transnationalism Elect

Spring 2019
SEM Section: 01  M 7:00 pm - 9:40 pm  Gregory C. Mitchell

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)
Crosslistings: ANTH371 / WGSS371

Primary Crosslisting
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.

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

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

**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

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

**Distribution Notes:** DPE: 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. WI: This class includes: weekly writing exercises and monthly 'writing chats' with instructor.

**Attributes:** PHLH Methods in Public Health; SCST Related Courses;

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

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

**Secondary Crosslisting**

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

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

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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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**ARAB 209 (S) Saharan Imaginations** (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENVI208

**Primary Crosslisting**
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature.

Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.
ARAB 234 (F) What is Islam?  (DPE)

Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Saadia Yacoob

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

Crosslistings: ARAB249 / COMP249

Primary Crosslisting

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 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 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 a 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)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: 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 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

ARAB 308 (S)  The Nile  (DPE) (WI)
Crosslistings: ARAB308 / HIST308

Secondary Crosslisting
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Class Format: seminar
Requirements/Evaluation: short papers and final project/paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15

Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:
Attributes: HIST Group E Electives - Middle East;  HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm    Magnus T. Bernhardsson

ARAB 331 (F)  Popular Culture in the Arab World: Youth, Populism, and Politics  (DPE) (WI)
Crosslistings: COMP332 / ARAB331

Primary Crosslisting
Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.
Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Amal Eeqiq

ARAB 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Secondary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE: This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to
To address global injustices and neoliberalism.

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Amal Eqeiq

**ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict** (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

**Secondary Crosslisting**

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimate their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

**Class Format:** tutorial

**Requirements/Evaluation:** 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

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

**Prerequisites:** none, though some academic experience with Middle East materials is preferred

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. Wi: As a tutorial, this course is writing- intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

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Fall 2018
TUT Section: T1  TBA  Magnus T. Bernhardsson

**ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa** (DPE)

Crosslistings: AFR105 / ARTH104

**Primary Crosslisting**

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.

**Class Format:** lecture

**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

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

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: 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.

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**Fall 2018**

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

**ARTH 210 (S) 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.

**Class Format:** lecture

**Requirements/Evaluation:** midterm exam and final exam, two 2- to 3-page writing assignments, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** none

**Expected Class Size:** 20

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

**Distribution Notes:** DPE: 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:** LATS Countries of Origin + Transnationalism Elect

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**Spring 2019**

**LEC Section: 01**  TR 11:20 am - 12:35 pm  Mari Rodriguez Binnie

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

**Crosslistings:** ARAB222 / ARTH222

**Primary Crosslisting**

Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. 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 hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East--e.g., the Holy Land, 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 formative impact of visual representations in particular circumstances—what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion meeting twice a week

Requirements/Evaluation: midterm, final, GLOW Posts and term project

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors and area studies concentrators

Expected Class Size: 15-20

Distributions: (D1) (DPE)

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

Fall 2018

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

ARTH 243 (F) Chemical Intimacies (DPE)

Crosslistings: ENGL243 / WGSS233 / ARTH243

Secondary Crosslisting

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar

Requirements/Evaluation: individual research project

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D1) (DPE)

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

DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm     Mel Y. Chen

ARTH 249 (S) Introduction to Visual Cultures of Contact (DPE)

This introductory lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1500 and 1900. This period witnessed the establishment and loss of Spanish, English, and French colonies, a proliferation of exploratory voyages, and
the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gauguin. In many cases we will be asking questions about circulation—whether we are looking at Tupi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattoos on the bodies of people traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider contact, colonialism, exchange, and appropriation more conceptually.

**Class Format:** lecture

**Requirements/Evaluation:** midterm exam, final exam, five 1-page assignments, research paper (7- to 9-pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Art majors

**Expected Class Size:** 10

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

**Attributes:** ARTH post-1600 Courses;

Spring 2019

LEC Section: 01  TF 1:10 pm - 2:25 pm  Kailani Polzak

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

Crosslistings: AFR369 / ARTH308

**Primary Crosslisting**

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)

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

**Prerequisites:** ARTH 104 or special permission from the instructor

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: 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 2019

TUT Section: T1  TBA  Michelle M. Apotsos

**ARTH 348 (S) Women, Men and Other Animals  (DPE)**

Crosslistings: WGSS348 / ARTH348 / ENGL348
Secondary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01    M 7:00 pm - 9:40 pm    Mel Y. Chen

ARTH 408 (F)  Modernism in Brazil (DPE)
Crosslistings: COMP408 / ARTH408

Primary Crosslisting

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianliness" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Class Format: seminar
Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 8
Distributions: (D1) (DPE)
Distribution Notes: DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.
**ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America** (DPE) (WI)

Crosslistings: ARTH440 / LATS440

Primary Crosslisting

This seminar examines connections between Latina/o 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.

Class Format: seminar

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

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

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

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalization and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

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**ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now** (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social
hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha’s life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm     Kim Gutschow

ASST 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages

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

Prerequisites: none

Enrollment Limit: 10


Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
**Distribution Notes:** DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

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

Spring 2019

TUT Section: T1  TBA  Kim Gutschow

**ASST 278 (S)  Buddhist Material Culture: Objects of Practice and Merit  (DPE)**  
Crosslistings: REL278 / ASST278

**Secondary Crosslisting**

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

**Class Format:** seminar

**Requirements/Evaluation:**  
Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Asian Studies majors

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

Spring 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Susanne Kerekes

**ASST 284 (S)  Introduction to Asian American History  (DPE)**  
Crosslistings: HIST284 / AMST284 / ASST284

**Secondary Crosslisting**

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a series of short essays and a final oral history/family history
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first come, first served
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; HIST Group F Electives - U.S. + Canada

Spring 2019
LEC Section: 01    MW 11:00 am - 12:15 pm     Scott Wong

COMP 115 (F)  Rumble in the Jungle: Major Postcolonial Writers and Movements  (DPE) (WI)
Crosslistings: COMP115 / ENGL115

Secondary Crosslisting
The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar
Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have not yet taken a 100-level course
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.
Attributes: ASAM Related Courses; ENGL Literary Histories C;

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb

COMP 118 (F)  Animal Subjects  (DPE) (WI)
Crosslistings: GERM118 / COMP118

Primary Crosslisting
Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about
animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial
Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018
TUT Section: T1 TBA Natalie E. Lozinski-Veach

COMP 119 (S) Asian American Femininities  (DPE) (WI)
Crosslistings: COMP119 / WGSS119
Secondary Crosslisting
This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.
Class Format: tutorial
Requirements/Evaluation: weekly papers or peer responses
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.
Attributes: ASAM Related Courses; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
TUT Section: T1 TBA Vivian L. Huang

COMP 205 (F) The Latin-American Novel in Translation  (DPE)
Crosslistings: COMP205 / RLSP205

Secondary Crosslisting

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Class Format: lecture

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Department Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

Attributes: GBST Latin American Studies Electives

Fall 2018
LEC Section: 01    MR 2:35 pm - 3:50 pm     Gene H. Bell-Villada

COMP 224 (F) Remembering the Great War: The First World War in Literature and Film  (DPE)
Crosslistings: RLFR225 / COMP224

Primary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations &
colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm    Brian Martin

COMP 228 (S) Being American, Being Muslim: American Muslim Literature in the 21st century    (DPE)
Crosslistings: REL266 / ENGL268 / COMP228

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm    Zaid Adhami

COMP 234 (S) Saharan Imaginations    (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Sahara novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

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

COMP 242 (S) Americans Abroad (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250
Primary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of instructor
Enrollment Limit: 18
Expected Class Size: 18
Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home
Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Soledad Fox
COMP 244 (S) Mediterranean Journeys (DPE)
Crosslistings: COMP244 / GBST244

Primary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

Class Format: seminar

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Michele Monserreti

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WI)
Crosslistings: ARAB249 / COMP249

Secondary Crosslisting

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 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 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 a 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)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: 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.
**COMP 257 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)**
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

**Secondary Crosslisting**

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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:** 20

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

**Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

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**COMP 267 (F) Performance Studies: An Introduction (DPE)**
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

**Primary Crosslisting**

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

**Extra Info:** not available for the fifth course option
**Prerequisites:** none  
**Enrollment Limit:** 20  
**Enrollment Preferences:** Comparative Literature majors  
**Expected Class Size:** 15  
**Distributions:** (D1) (DPE)  
**Distribution Notes:** meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: 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

Fall 2018  
SEM Section: 01  W 1:10 pm - 3:50 pm  Vivian L. Huang

**COMP 269 (F) The Self Under Stalin: a Genealogy of Soviet Subjectivity** (DPE)  
Crosslistings: COMP269 / RUSS277

Secondary Crosslisting  
In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world’s first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.  

**Class Format:** seminar  
**Requirements/Evaluation:** class participation, short response papers, final paper  
**Prerequisites:** none  
**Enrollment Limit:** 15  
**Enrollment Preferences:** Russian majors, History majors, Comparative Literature majors  
**Expected Class Size:** 10  
**Distributions:** (D1) (DPE)  
**Distribution Notes:** DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

Fall 2018  
SEM Section: 01  TR 11:20 am - 12:35 pm  Jason A. Cieply

**COMP 303 (S) Embodied Archives: Global Theatre and Performance Histories** (DPE)  
Crosslistings: COMP303 / THEA301

Secondary Crosslisting  
History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been
constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyongó. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar

Requirements/Evaluation: weekly “free-writing responses”; two “deep-reads” of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation

Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than “givens,” and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance.

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Amy S. Holzapfel

COMP 315 (F) Social Construction (DPE)

Crosslistings: WCSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction” can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness,” "heterosexuality,” and "masculinity,” for instance, are all socially constructed, we will ask if the same is true of "electrons,” "money,” "the solar system,” and "climate change.” Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real” or "not real?” Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WCSS or SCST; meets Division 1 requirement if registration is
under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Jason Josephson Storm

COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics  (DPE) (WI)
Crosslistings: COMP332 / ARAB331

Secondary Crosslisting
Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Class Format: seminar
Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students majoring in or considering a major in Arabic Studies
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.
Attributes: GBST Middle Eastern Studies Electives;

Fall 2018
SEM Section: 01  MR 1:10 pm - 2:25 pm  Amal Eqeiq

COMP 342 (S) Elizabeth Bishop in the Americas  (DPE)
Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting
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

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE. This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. 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 2019

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

COMP 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Primary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomy, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19
Distributions:  (D1) (DPE) (WI)

Distribution Notes:  meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB
DPE:  This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm    Amal Eqeiq

COMP 347 (F)  Silence, Loss, and (Non)Memory in Austria 1900-the Present  (DPE) (WI)
Crosslistings:  COMP347 / GERM331

Secondary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncover local secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation:  five 5-page papers, one revision, discussion

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

Prerequisites:  for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit:  10

Enrollment Preferences:  German or Comparative Literature majors

Expected Class Size:  10

Distributions:  (D1) (DPE) (WI)

Distribution Notes:  DPE:  The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018
TUT Section: T1    TBA    Gail M. Newman
In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: *Borderlands/La Frontera: The New Mestiza* (Gloria Anzaldúa), *Dictee* (Theresa Hak Kyung Cha), *How to Write an Autobiographical Novel* (Alexander Chee), *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele), *Bad Indians: A Tribal Memoir* (Deborah Miranda), *This is for the mostless* (Jason Magabo Perez), *Redefining Realness* (Janet Mock), *like a solid to a shadow* (Janice Lobo Sapigao), *Men We Reaped* (Jesmyn Ward), *7 Miles A Second* (David Wojnarowicz).

**Class Format:** seminar

**Requirements/Evaluation:** weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

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

**Prerequisites:** previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

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

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

**DPE:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives;

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**COMP 358 (F) Writing in the Margins: Race, Performance, Plagiarism** (DPE) (WI)

Crosslistings: COMP358 / ENGL332 / THEA332

In this course, we will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

**Class Format:** seminar/studio, three hours per week

**Requirements/Evaluation:** a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** If the class is overenrolled, students will submit a letter of interest in the class

**Expected Class Size:** 14
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
Extra Info: not available for the fifth course option
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
Materials/Lab Fee: course books and reader packet

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianess" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary
interpretive texts.

Class Format: seminar

Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 8

Distributions: (D1) (DPE)

Distribution Notes: DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

Attributes: ARTH post-1600 Courses;

Fall 2018

SEM Section: 01   T 1:10 pm - 3:50 pm   Mari Rodriguez Binnie

COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE)  (WI)

Crosslistings: RLFR414 / COMP414

Secondary Crosslisting

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughedir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Class Format: seminar

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Extra Info: not available for the fifth course option

Prerequisites: 200 RLFR level courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Distributions: (D1) (DPE)  (WI)

Distribution Notes: DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.  WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus10 pages of script for video essay

Spring 2019

SEM Section: 01   MR 1:10 pm - 2:25 pm   Sophie F. Saint-Just

COMP 416 (S) Postcolonial Theory and the World Literature Debates  (DPE)

Crosslistings: COMP416 / ENGL416
When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar

Requirements/Evaluation: two to three papers

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Department Notes: Theory Course

Distributions: (D1) (DPE)

Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Anjuli F. Raza Kolb

DANC 267 (F) Performance Studies: An Introduction (DPE)

Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting

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
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: 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

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Vivian L. Huang

ECON 204 (F)  Economics of Developing Countries  (DPE)
Crosslistings: ENVI234 / ECON204
Primary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: 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

Fall 2018
LEC Section: 01  MWF 8:30 am - 9:45 am  Steven E. Nafziger

ECON 240 (F)  Colonialism and Underdevelopment in South Asia  (DPE) (WI) (QFR)
British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110
Enrollment Limit: 30
Enrollment Preferences: first come first serve
Expected Class Size: 30
Distributions: (D2) (DPE)
Distribution 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 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm    Owen Thompson

ENGL 105 (F) American Girlhoods (DPE) (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105

Primary Crosslisting
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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

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

DPE: 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. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

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

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Primary Crosslisting

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: 15

Distributions: (D1) (DPE) (WI)

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

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative
space in the world for expression, critique, and change. 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; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Bethany Hicok

ENGL 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements  (DPE) (WI)
Crosslistings: COMP115 / ENGL115

Primary Crosslisting
The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftershocks. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar
Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have not yet taken a 100-level course
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.
Attributes: ASAM Related Courses; ENGL Literary Histories C;

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb

ENGL 119 (S) Missed Encounters  (DPE) (WI)
Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing--as rich as literature itself. We will study the missed encounter--the encounter in which the element of presupposition and fantasy is vividly apparent--in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, Waiting for the Barbarians; Harriet, "Report of the New Found Land of Virginia"; Conrad, Heart of Darkness; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, The Pick Up; Herzog, "Aguirre"; Shakespeare, Merchant of Venice; Puccini, Madame Butterfly; Huang, M. Butterfly; Austen, Pride and Prejudice; Gyasi, Homegoing; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.
**ENGL 126 (F) Black Literature Matters** (DPE) (WI)

**Crosslistings:** AFR126 / AMST126 / ENGL126

**Primary Crosslisting**
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

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

**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

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

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

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential 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. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.
ENGL 132 (F)  Black Writing To, From, and About Prison  (DPE) (WI)

Crosslistings: WGSS132 / ENGL132

**Primary Crosslisting**

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. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).

**Class Format:** seminar

**Requirements/Evaluation:** three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

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

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

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

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ENGL 206 (S)  We Aren't The World: "Global" Literature in the 20th Century  (DPE) (WI)

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:** three short papers, term research essay, presentation, class participation

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

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distribution Notes:** DPE: Conceived as an introduction to Global Literature in English, this course will expose students to comparative histories of
anticolonialism and decolonization, a variety of postcolonial English idioms, as well as literary traditions from, non-Western traditions. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

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

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Anjuli F. Raza Kolb

ENGL 243 (F) Chemical Intimacies  (DPE)
Crosslistings: ENGL243 / WGSS233 / ARTH243
Secondary Crosslisting

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 10
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under ARTH or ENGL

DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.
Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01  M 7:00 pm - 9:40 pm  Mel Y. Chen

ENGL 246 (S) The Love of Literature  (DPE) (WI)

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 4, 6, and 10 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: those interested in majoring in English
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Walter Johnston

ENGL 249 (F) Staging Race and Gender  (DPE) (WI)
Crosslistings: ENGL249 / THEA249 / WGSS269

Primary Crosslisting
This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.
We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods.
Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.
Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: none

ENGL 250 (S) Americans Abroad  (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

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

Class Format: seminar

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

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

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

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

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

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

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Soledad Fox

ENGL 252 (F) Ficciones: A Writing Workshop  (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Secondary Crosslisting

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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE: 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 WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018
ENGL 254 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid  (DPE) (WI)
Crosslistings: ENGL254 / WGSS274

Primary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 10
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: 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 WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing
Attributes: ENGL Post-1900 Courses;  ENGL 200-level Gateway Courses;

Spring 2019
TUT Section: T1    TBA     Ianna Hawkins Owen

ENGL 268 (S) Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)
Crosslistings: REL266 / ENGL268 / COMP228

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

Class Format: seminar
Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or ENGL.

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

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm    Zaid Adhami

ENGL 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting
In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.
Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm    Anthony Y. Kim

ENGL 332 (F)  Writing in the Margins: Race, Performance, Playgirism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332

Secondary Crosslisting
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a
story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018
SEM Section: 01 R 1:10 pm - 3:50 pm Shayok Misha Chowdhury

ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 25
Distributions: (D1) (DPE)
Distribution Notes: DPE: 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 early American public sphere. Through reading and discussion, analytical essays, and archival investigation, this course introduces students 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 2019
SEM Section: 01 TR 11:20 am - 12:35 pm Kimberly S. Love

ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)
Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Primary Crosslisting

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

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poems, 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 2019

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

ENGL 348 (S) Women, Men and Other Animals (DPE)

Crosslistings: WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal—indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
ENGL 416 (S) Postcolonial Theory and the World Literature Debates  (DPE)

Crosslistings: COMP416 / ENGL416

Primary Crosslisting

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance—African literature, say, or Sumerian art—or perhaps by their historical moment—Ottoman architecture, or postcolonial Indonesian poetry—but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose?

What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar

Requirements/Evaluation: two to three papers

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Department Notes: Theory Course

Distributions: (D1) (DPE)

Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm    Anjuli F. Raza Kolb

ENGL 420 (S) Senior Seminar: The Drag of Black Masculinity  (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420
Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Kai M. Green

ENVI 208 (S) Saharan Imaginations (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues
of power and environmental discrimination.

Spring 2019
SEM Section: 01  TR 9:55 am - 11:10 am  Brahim El Guabli

ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America  (DPE)
Crosslistings: ENVI218 / RLSP214
Secondary Crosslisting
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.
Class Format: seminar
Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts
Extra Info: may not be taken on a pass/fail basis
Prerequisites: RLSP 105, placement exam results, or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Spanish and Environmental Studies majors
Expected Class Size: 12
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:” our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Spring 2019
SEM Section: 01  MWF 12:00 pm - 12:50 pm  Jennifer L. French

ENVI 234 (F) Economics of Developing Countries  (DPE)
Crosslistings: ENVI234 / ECON204
Secondary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25  
Distributions: (D2) (DPE)  
Distribution Notes: DPE: 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

Fall 2018  
LEC Section: 01 MWF 8:30 am - 9:45 am Steven E. Nafziger

ENVI 250 (S) Environmental Justice (DPE)  
Crosslistings: ENVI250 / SCST250  
Primary Crosslisting  
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  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: ENVI101 or permission of the instructor  
Enrollment Limit: 12  
Enrollment Preferences: Environmental Studies concentrators  
Expected Class Size: 10  
Distributions: (D2) (DPE)  
Distribution Notes: DPE: 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

Spring 2019  
SEM Section: 01 W 1:10 pm - 3:50 pm Laura J. Martin

GBST 101 (F) The Modern Middle East (DPE)  
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207  
Secondary Crosslisting  
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
GBST 213 (F)  From Putin to Pussy Riot: Discourses of Post-Soviet Gender  (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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

GBST 234 (F)  What is Islam?  (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208
Secondary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

GBST 244 (S) Mediterranean Journeys (DPE)
Crosslistings: COMP244 / GBST244

Secondary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

Class Format: seminar
Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.
GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1 TBA Olga Shevchenko

GBST 351 (S) The New Left and Neoliberalism in Latin America  (DPE) (WI)

Crosslistings: GBST351 / PSCI351

Secondary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Attributes: GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Spring 2019
LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

GBST 352 (F) Politics in Mexico (DPE) (WI)
Crosslistings: GBST352 / PSCI352

Secondary Crosslisting
Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar
Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some knowledge of Mexican history
Enrollment Limit: 15
Enrollment Preferences: Political Science majors and seniors
Expected Class Size: 14
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.
Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

GBST 358 (S) Religion and Law (DPE)
Crosslistings: REL358 / GBST358

Secondary Crosslisting
This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Class Format: seminar
Requirements/Evaluation: reading response, two essays, final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion majors
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of “rule of law,” “order,” and “justice” as a complex relationship between law and power

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Saadia Yacoob

GBST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimate their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnus T. Bernhardsson

GERM 118 (F) Animal Subjects (DPE) (WI)
Crosslistings: GERM118 / COMP118

Secondary Crosslisting
Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be
represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018

TUT Section: T1    TBA    Natalie E. Lozinski-Veach

GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Primary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

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

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the
Holocaust and resistance to acknowledging that complicity. The investigation of Austria’s curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one’s own group for the moral and political health of the society.

Fall 2018
TUT Section: T1    TBA     Gail M. Newman

**GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism** (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

**Secondary Crosslisting**
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

**Extra Info:** not available for the fifth course option

**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

**Materials/Lab Fee:** course books and reader packet

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

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: 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 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Helga Druxes

**HIST 102 (F) West Africa through Women’s Voices** (DPE) (WI)

Crosslistings: HIST102 / WGSS102

**Primary Crosslisting**
This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

**Class Format:** lecture
**Requirements/Evaluation:** discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 10-15

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

**Distribution Notes:** DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

**Attributes:** HIST Group A Electives - Africa;

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**Fall 2018**

**LEC Section:** 01    M 7:00 pm - 9:40 pm     Matthew Swagler

**HIST 162 (S) Unfamous Women, USA** (DPE) (WI)

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

**Class Format:** tutorial

**Requirements/Evaluation:** students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

**Extra Info:** not available for the fifth course option

**Prerequisites:** First-Years and Sophomores

**Enrollment Limit:** 10

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?

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

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**Spring 2019**

**TUT Section:** T1    TBA     Gretchen Long

**HIST 202 (F) From the Atlantic Slave Trade to Black Panther: Africa and the United States** (DPE)

This course introduces 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 explores 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 movement 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 part of the class shows how the US government and non-governmental organizations became deeply involved in Africa beginning in the second half of 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, including recent connections between the Black Lives Matter movement and student activists in South Africa.

Class Format: discussion/lecture

Requirements/Evaluation: discussion participation, map quiz, short papers, and final group project

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History Majors, Africana Studies Concentrators, American Studies Majors

Expected Class Size: 15-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course focuses on effects of racism & colonialism on peoples of African descent & key episodes when Black solidarity was forged across great physical distance between the US & Africa. Through readings, discussion, & the final group project, the course will help students assess what foundations allowed for trans-Atlantic collaboration both among people who trace their heritage to Africa & between people with different racial backgrounds.

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

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm    Matthew Swagler

HIST 204 (S)  Anti-Colonialism & Social Movements in Africa Since World War II (DPE)

This discussion-based survey introduces the major struggles for political and social change in sub-Saharan Africa since the end of the Second World War. We begin by looking at the anti-colonial and nationalistic movements that flourished after the war and eventually brought about an end to formal colonial rule across the continent. Decolonization took place over many decades, and intertwined with this history, we look at artistic and popular struggles that sought to change the practices of independent governments in Africa, as well as confront intervening forces—from the World Bank to regional militias. The course examines contemporary movements for democratic rights, access to health and environmental resources, and freedom of gender expression and sexual practice. We will focus on how the movements were organized, including those led by trade unions, women's organizations, and student associations, but also those that have not been led by formal organizations.

Class Format: discussion/lecture

Requirements/Evaluation: discussion participation, exams & short papers

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History Majors, as well as Africana Studies, Global Studies, and Leadership Studies Concentrators

Expected Class Size: 15-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This class focuses on how people in sub-Saharan Africa sought to address issues of power, difference, & equity in their societies through activity & organizing. Discussions focus on how inequality was structured by colonialism and differences of power that have existed within African societies & African social movements. The class will prepare students to understand their own relationship to injustices in Africa and differences between international intervention & international solidarity.

Attributes: HIST Group A Electives - Africa

Spring 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm    Matthew Swagler

HIST 207 (F)  The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Primary Crosslisting

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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm    Magnus T. Bernhardsson

HIST 208 (F) What is Islam? (DPE)

Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students
critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

**Attributes:** HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

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**Fall 2018**

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

**HIST 256 (F)  Social Justice Traditions: 1960s to #Black Lives Matter** (DPE)

Crosslistings: HiST256 / AMST256 / AFR257

**Secondary Crosslisting**

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

**Class Format:** seminar

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

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

**Enrollment Limit:** 35

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

**Expected Class Size:** 25

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

**Distribution Notes:** DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

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

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**Fall 2018**

**SEM Section:** 01  MR 1:10 pm - 2:25 pm  Andrew R. Cornell

**HIST 284 (S)  Introduction to Asian American History** (DPE)

Crosslistings: HiST284 / AMST284 / ASST284

**Primary Crosslisting**

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a series of short essays and a final history/family history

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

**Prerequisites:** none

**Enrollment Limit:** 40
**Enrollment Preferences:** first come, first served

**Expected Class Size:** 25

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

**Distribution Notes:** DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

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

Spring 2019

LEC Section: 01  MW 11:00 am - 12:15 pm  Scott Wong

**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 reading-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have debated 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.

**Class Format:** seminar

**Requirements/Evaluation:** discussion participation, map quiz & multiple papers

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators

**Expected Class Size:** 10-15

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

**Distribution Notes:** DPE: This 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 we will analyze, the course will equip students to better understand and respond to current issues of global economic justice.

**Attributes:** HIST Group A Electives - Africa

Spring 2019

SEM Section: 01  M 7:00 pm - 9:40 pm  Matthew Swagler

**HIST 308 (S) The Nile (DPE) (WI)**

Crosslistings: ARAB308 / HIST308

**Primary Crosslisting**

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo
with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Class Format: seminar
Requirements/Evaluation: short papers and final project/paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Magnus T. Bernhardsson

HIST 332 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)
Crosslistings: HIST332 / WGSS331
Primary Crosslisting
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.
Class Format: seminar
Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors
Expected Class Size: 12-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.
Attributes: HIST Group C Electives - Europe and Russia

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm     Chris Waters
HIST 362 (S) Indigenous Women's History (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

Secondary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

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

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Tyler J. Rogers

HIST 376 (F) Sex, Gender, and the Law in U.S. History (DPE)
Crosslistings: HIST376 / WGSS376

Primary Crosslisting

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

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

Distributions: (D2) (DPE)
**Distribution Notes:** DPE: 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

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**Fall 2018**

**SEM Section: 01**  TF 2:35 pm - 3:50 pm  Sara Dubow

**HIST 380 (F) Comparative American Immigration History (DPE)**

This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a series of papers and a final oral history or family history

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first come, first served

**Expected Class Size:** 25

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

**Distribution Notes:** DPE: This course examines the history of immigration patterns of people coming to the U.S. from all over the world from the late 18th century to the present. By examining American immigration history through immigration law and a variety of texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our country and society has been a conflict that has played out for nearly all of our national history.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS Comparative Race + Ethnic Studies Electives

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**Fall 2018**

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

**HIST 468 (S) Race, Empire, and the Birth of the American Century (DPE)**

Crosslistings: AMST468 / HIST468

**Primary Crosslisting**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** must be a History or American Studies major

**Expected Class Size:** 15-19

**Department Notes:** History Department Senior Seminar

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

**Distribution Notes:** DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations
between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

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

Spring 2019

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

HIST 480 (F) Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Primary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

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

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing- intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1  TBA  Magnus T. Bernhardsson

HIST 489 (F) Feminist Movements in U.S. History  (DPE)

This class studies the historical development of feminist movements in the United States. From the 19th century women's rights movements through 20th century movements for women's liberation, it examines the changing definitions of feminism and the array of strategies and organizations that activists have generated. It also examines the complex dynamic between feminist activism and the production of women's history, examining the role of historical narrative in feminists' struggle for social change.

Class Format: tutorial

Requirements/Evaluation: bi-weekly five page papers, bi-weekly analytic papers, and class participation

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

Prerequisites: instructor's permission required

Enrollment Limit: 10
Enrollment Preferences: History and Women's, Gender, and Sexuality Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Fall 2018

TUT Section: T1    TBA    Annie Valk

JWST 217 (F) The Modern Middle East (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm    Magnus T. Bernhardsson

JWST 249 (F) Anti-Semitism (DPE)

Crosslistings: JWST249 / REL249

Secondary Crosslisting

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Class Format: seminar

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Distributions: (D2) (DPE)

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm    Jeffrey I. Israel

JWST 480 (F)  Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

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

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1    TBA    Magnus T. Bernhardsson

LATS 106 (S)  Coming of Age in the City: Growing up and Growing Older in Communities of Color  (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-years, students considering an American Studies major or Latina/o Studies concentration

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;

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**LATS 222 (F)  Ficciones: A Writing Workshop  (DPE) (WI)**

Crosslistings: ENGL252 / LATS222

**Primary Crosslisting**

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

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distribution Notes:** meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE: 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 WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

**Attributes:** LATS Core Electives;

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**LATS 316 (F)  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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2018

SEM Section: 01   TR 11:20 am - 12:35 pm   Nelly A. Rosario

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2019

SEM Section: 01   MR 1:10 pm - 2:25 pm   Nelly A. Rosario

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

Crosslistings: ARTH440 / LATS440

Secondary Crosslisting

This seminar examines connections between Latina/o 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.

**Class Format:** seminar

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

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

**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

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

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

**Attributes:** ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

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**LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy  (DPE)**

**Crosslistings:** PSCI212 / LEAD205

**Primary Crosslisting**

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

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 25

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

**Distribution Notes:** DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship;
efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. 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

Spring 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

LEAD 207 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting
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
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular 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 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Magnus T. Bernhardsson

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. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: lecture/discussion
Requirements/Evaluation: based on class attendance and participation, regular short writing assignments, and a final paper
Extra Info: may not be taken on a pass/fail basis
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

Distribution 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

Fall 2018

LEC Section: 01  MW 11:00 am - 12:15 pm  Corinna S. Campbell

MUS 177 (F)  Gender and Sexuality in Music  (DPE)

Crosslistings: MUS177 / WGSS177

Primary Crosslisting

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 inform 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: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with some musical experience

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018

LEC Section: 01  TR 9:55 am - 11:10 am  Corinna S. Campbell

MUS 211 (S)  Music, Nationalism, and Popular Culture  (DPE) (WI)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: upperclass students and Music majors

Expected Class Size: 12

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives; MUS World Music/Ethnomusicology;

Spring 2019
LEC Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

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: lecture

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

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 30

Distributions: (DPE)

Distribution Notes: DPE: 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 2019
LEC Section: 01 TF 1:10 pm - 2:25 pm Kiaran Honderich

PHLH 220 (F) Nutrition in the Developing World (DPE) (WI)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence 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.

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

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

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: As a WI 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.

Attributes: PHLH Nutrition, Food Security + Environmental Health;

Fall 2018

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

PSCI 160 (S) Refugees in International Politics (DPE) (WI)
Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

Class Format: tutorial

Requirements/Evaluation: eleven graded essays: five primary, five critique, and one statement

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression. WI: Students will write, and will write about writing, every week.

Attributes: POEC International Political Economy Courses; PSCI International Relations Courses;

Spring 2019

TUT Section: T1 TBA Cheryl Shanks

PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Crosslistings: PSCI212 / LEAD205

Secondary Crosslisting

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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. 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

Spring 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

PSCI 266 (S) The United States and Latin America (DPE)
This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.
Class Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second
Requirements/Evaluation: a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: Political Science majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.
Attributes: GBST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Spring 2019
PSCI 335 (F) Racial Equity, Liberal Democracy, and Democratic Theory (DPE)
In Ta-Nehisi Coates' best-selling book *Between the World and Me*, he says that in the wake of the non-indictment of former police officer Darren Wilson in the death of Michael Brown "I did not tell [my son] that it would be okay, because I have never believed it would be okay." With admissions like this, Coates stoked a long-standing debate about the prospects for racial equity in liberal democracies like the United States. In this course, we look at this debate, examining what black thinkers in particular have said about whether racial equity can be achieved in a liberal democracy founded on racial domination and why they come to the conclusions they do. Then, we examine what contemporary democratic theorists have had to say about how racial equity might be achieved and how they have sought to advance this goal through their writing. Can the strategies theorists propose and employ really aid in the advancement of racial equity? Which are more and less promising? We end by asking: Do anti-democratic means have to be employed to fully realize democracy? What anti-democratic means? Authors we will engage include Coates, bell hooks, Charles Mills, Melvin Rogers, Chris Lebron, Lawrie Balfour, and Danielle Allen.

Class Format: seminar
Requirements/Evaluation: class facilitation, group reflections (three 4-page responses), book review (6-8 pages), final essay (12-14 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Political Science majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This class centers sociological and political theoretical questions about race inequity and equity in a liberal democratic society. It features black writers' perspectives on inequity and equity. The course nurtures the skill of speaking across difference by requiring students to write responses as groups and encouraging deep student participation by making students class facilitators
Attributes: PSCI Political Theory Courses

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Greta F. Snyder

PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)
Crosslistings: GBST351 / PSCI351
Primary Crosslisting
Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.
Class Format: lecture/discussion, then seminar
Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal
Prerequisites: a course on Latin America and a course in Economics or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Attributes: GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;
PSCI 352 (F) Politics in Mexico  (DPE) (WI)
Crosslistings: GBST352 / PSCI352

Primary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

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

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Distributions:  (D2) (DPE) (WI)

Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018

LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

PSCI 359 (S) The Body as Property  (DPE) (WI)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: tutorial

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

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

Prerequisites: prior coursework in political theory, cultural theory, philosophy or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors with a concentration in Political Theory, then other Political Science majors
REL 234 (F) What is Islam? (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Primary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

REL 239 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting
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
REL 249 (F) Anti-Semitism (DPE)
Crosslistings: JWST249 / REL249
Primary Crosslisting
This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?
Class Format: seminar
Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203
Expected Class Size: 18
Distributions: (D2) (DPE)

REL 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256
Primary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing
binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

REL 264 (F) Bodies, Genders, and Sexualities in the Early Christian World  (DPE)

Crosslistings: REL264 / WGSS264

Primary Crosslisting

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluralist discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.
REL 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Crosslistings: REL266 / ENGL268 / COMP228

Primary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or ENGL.

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

Spring 2019

REL 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.
**Class Format**: tutorial

**Requirements/Evaluation**: weekly papers, 4- to 8-pages

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

**Prerequisites**: none

**Enrollment Limit**: 10

**Enrollment Preferences**: first- and second-year students interested in Anthropology, Religion, Asian Studies, Public Health, Cognitive Science, and Neuroscience

**Expected Class Size**: 10

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

**Distribution Notes**: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

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

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**REL 278 (S) Buddhist Material Culture: Objects of Practice and Merit** (DPE)

**Crosslistings**: REL278 / ASST278

**Primary Crosslisting**

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

**Class Format**: seminar

**Requirements/Evaluation**: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

**Prerequisites**: none

**Enrollment Limit**: 19

**Enrollment Preferences**: Religion and Asian Studies majors

**Expected Class Size**: 10

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

**Distribution Notes**: DPE: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

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Spring 2019

**TUT Section**: T1  TBA  Kim Gutschow

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Spring 2019

**SEM Section**: 01  MR 1:10 pm - 2:25 pm  Susanne Kerekes
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real"? Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm

REL 358 (S) Religion and Law (DPE)

Crosslistings: REL358 / GBST358

Primary Crosslisting

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Class Format: seminar

Requirements/Evaluation: reading response, two essays, final research paper

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors
Expected Class Size: 10
Distributions: (D2) (DPE)

Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Saadia Yacoob

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE) (WI)
In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar
Requirements/Evaluation: three response papers, one short essay on film adaptation, one video essay with a student partner
Extra Info: not available for the fifth course option
Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates
Expected Class Size: 12
Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.
Attributes: FMST Core Courses;

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (DPE)
Crosslistings: WGSS224 / RLFR224

Primary Crosslisting
In 1857, both Flaubert's Madame Bovary and Baudelaire's Les Fleurs du mal were put on trial for sexual indecency and "crimes against public morality." In 1868, Le Figaro attacked Zola's novel Thérèse Raquin as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Class Format: seminar
Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)
Extra Info: not available for the fifth course option
Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor
RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Crosslistings: RLFR225 / COMP224

Secondary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Brian Martin
RLFR 300 (F)  Albert Camus and the Philosophy of Living  (DPE)

Why is Albert Camus so well known? Why has this XXth century humanist, writer and philosopher, touched so many lives? From exile to kinship, from despair to resistance and rebellion, Camus invites us to reflect on the human condition with lucidity and the knowledge that happiness and serenity can cohabit with incomprehension and injustice. We are like Sisyphus, as he rolls the rock back up the hill over and over again, he has time to think of his condition, realizing that in spite of the struggle and because of it, he can find meaning and happiness in life. What remains to define is what "happiness"? We will examine in depth Camus’ major works of fiction: the novels (L’Étranger, La Peste) and short stories (in L’Exil et le royaume, L’Envers et l’endroit), his philosophical essay (Le Mythe de Sisyphe) one political work (Lettres à un ami allemand) and his last posthumous novel (Le Premier Homme). Students must be prepared to actively discuss these works and their themes as we interpret them. Conducted in French.

Class Format: seminar
Requirements/Evaluation: oral presentations, two papers (5 pages each), one final paper (8-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any RLFR 200 level at Williams or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: French majors or certificate candidates
Expected Class Size: 15
Materials/Lab Fee: packet
Distributions: (D1) (DPE)
Distribution Notes: DPE: In this course we will focus on the themes of exile, religion, social injustice and inequalities through the works of Camus. Many discussions will center on the responsibility individual has to refute injustice, rebel against it, and find a balance in a humanistic approach

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Nicole S. Desrosiers

RLFR 414 (S)  Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE) (WI)

Crosslistings: RLFR414 / COMP414

Primary Crosslisting
Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Class Format: seminar
Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay
Extra Info: not available for the fifth course option
Prerequisites: 200 RLFR level courses
Enrollment Limit: 19
Enrollment Preferences: French and Comparative Literature majors and certificate students
Expected Class Size: 10
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus10 pages of script for video essay
RLSP 205 (F)  The Latin-American Novel in Translation  (DPE)
Crosslistings: COMP205 / RLSP205

Primary Crosslisting
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Class Format: lecture
Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: 22
Enrollment Preferences: Spanish majors, Latina/o Studies concentrators
Expected Class Size: 22
Department Notes: does not carry credit for the Spanish major or the certificate
Distributions: (D1) (DPE)
Attributes: GBST Latin American Studies Electives

RLSP 214 (S)  "Ecologismo": Literature, Culture and the Environment in Latin America  (DPE)
Crosslistings: ENVI218 / RLSP214

Primary Crosslisting
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar
Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts
Extra Info: may not be taken on a pass/fail basis
Prerequisites: RLSP 105, placement exam results, or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Spanish and Environmental Studies majors
Expected Class Size: 12
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.
Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors’ techniques of representation has been decisive and profound.

Class Format: seminar

Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Spanish majors, Latina/o Studies concentrators
Expected Class Size: 5-10
Distributions: (D1) (DPE)

Distribution Notes: DPE: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence—Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

RUSS 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Primary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin’s regime by performing in day-glo balaclavas in Russia’s largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press’s fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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: 20
Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
RUSS 248 (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation:  5-page paper every other week, comments on the partner's paper in alternate weeks

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

RUSS 277 (F)  The Self Under Stalin: a Genealogy of Soviet Subjectivity  (DPE)

Crosslistings: COMP269 / RUSS277

Primary Crosslisting

In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.
Class Format: seminar
Requirements/Evaluation: class participation, short response papers, final paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Russian majors, History majors, Comparative Literature majors
Expected Class Size: 10
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Jason A. Cieply

SCST 250 (S) Environmental Justice  (DPE)
Crosslistings: ENVI250 / SCST250
Secondary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: 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

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Laura J. Martin

SCST 301 (F) Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301
Secondary Crosslisting
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical
race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm

SOC 228 (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.

Class Format: seminar

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

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2018

SEM Section: 01  MR 2:35 pm - 3:50 pm  Ben Snyder

SOC 248 (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Primary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1  TBA  Olga Shevchenko

SOC 301 (F)  Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of
the course, we will change gears and explore cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm

SOC 324 (S) Memory and Identity (DPE)
Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals’ sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a “golden age,” the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to commemorate the victims of 9/11 in the US or the victims of Stalin's purges in the post-Soviet space.

Class Format: seminar
Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm     Olga Shevchenko

THEA 240 (S) Queer Drama (DPE)
Crosslistings: THEA240 / WGSS237
Primary Crosslisting
This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of “queer”? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.
**THEA 249 (F) Staging Race and Gender** (DPE) (WI)
Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as *Queen Sugar*, *This Is Us*, *Atlanta*, and *The Chi*.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages

**Attributes:** ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01   Cancelled
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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: 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

Fall 2018

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

THEA 301 (S) Embodied Archives: Global Theatre and Performance Histories  (DPE)

Crosslistings: COMP303 / THEA301

Primary Crosslisting

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how it's been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong'o. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar

Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation

Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of
embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance.

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Amy S. Holzapfel

THEA 332 (F) Writing in the Margins: Race, Performance, Playgiarism (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332

Primary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Expected Class Size: 14
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018
SEM Section: 01 R 1:10 pm - 3:50 pm Shayok Misha Chowdhury

WGSS 101 (F) 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Department Notes: required course for the Women's, Gender and Sexuality Studies major
Distributions: (D2) (DPE)
**Distribution Notes:** DPE: 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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**WGSS 102 (F) West Africa through Women’s Voices (DPE) (WI)**

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women’s popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women’s experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

**Class Format:** lecture

**Requirements/Evaluation:** discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 10-15

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

**Distribution Notes:** DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

**Attributes:** HIST Group A Electives - Africa;

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**WGSS 105 (F) American Girlhoods (DPE) (WI)**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 19

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

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

**DPE:** 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. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts’ desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

**Attributes:** AMST Arts in Context Electives;

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**WGSS 113 (F) The Feminist Poetry Movement** (DPE) (WI)

**Crosslistings:** ENGL113 / WGSS113 / AMST113

**Secondary Crosslisting**

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:** 15

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

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

**DPE:** This course examines difference, power, and equity during Feminism’s Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

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**Fall 2018**

**SEM Section:** 01  TR 8:30 am - 9:45 am  Bethany Hicok

**WGSS 119 (S) Asian American Femininities** (DPE) (WI)

Crosslistings: COMP119 / WGSS119

**Primary Crosslisting**

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or peer responses

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

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

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE:
The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

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

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**Spring 2019**

**TUT Section:** T1  TBA  Vivian L. Huang

**WGSS 132 (F) Black Writing To, From, and About Prison** (DPE) (WI)

Crosslistings: WGSS132 / ENGL132

**Secondary Crosslisting**

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. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGJJP (Transgender Gender Variant Intersex Justice Project).

**Class Format:** seminar

**Requirements/Evaluation:** three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

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

**Prerequisites:** first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:
This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

Fall 2018
SEM Section: 01    MWF 8:30 am - 9:45 am     Ianna Hawkins Owen

WGSS 177 (F)  Gender and Sexuality in Music  (DPE)
Crosslistings: MUS177 / WGSS177

Secondary Crosslisting
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 inform 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: lecture/discussion
Requirements/Evaluation: class participation, short weekly assignments, a final paper/project
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students with some musical experience
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     Corinna S. Campbell

WGSS 202 (F)  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

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

**Distribution Notes:** DPE: 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) From Putin to Pussy Riot: Discourses of Post-Soviet Gender** (DPE)

*Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213*

**Secondary Crosslisting**

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. 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:** 20

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

**Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

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**WGSS 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France** (DPE)

*Crosslistings: WGSS224 / RLFR224*

**Secondary Crosslisting**

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality...
in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 18

Department Notes: if the course is overenrolled, students will submit a form online

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Spring 2019

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

WGSS 233 (F) Chemical Intimacies (DPE)

Crosslistings: ENGL243 / WGSS233 / ARTH243

Primary Crosslisting

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar

Requirements/Evaluation: individual research project

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under ARTH or ENGL
WGSS 235 (F)  Innovation, Gender, and Sustainable Development  (DPE)

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: seminar, combination of lecture and discussion
Requirements/Evaluation: reading journal, mid-term exam, and a final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course focuses specifically on tools for analysing the potential differential impacts of sustainable development projects along gender lines.

WGSS 237 (S)  Queer Drama  (DPE)

Secondary Crosslisting

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: seminar, three hours per week
Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under WGSS DPE:
This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Shayok Misha Chowdhury

WGSS 244 (F) Actually Existing Alternative Economies  (DPE) (WI)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Class Format: tutorial
Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: open to sophomores and above
Expected Class Size: 10
Distributions:  (D2) (DPE) (WI)

Fall 2018
TUT Section: T1    TBA     Kiaran Honderich

WGSS 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose
topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

WGSS 260 (S) Power, Feminist-Style (DPE) (WI)

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, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation: class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: Writing assignments train students’ attention on various elements of argumentation and style and involve peer and teacher review and revision.

Attributes: WGSS Theory Courses

Spring 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Greta F. Snyder
WGSS 264 (F)  Bodies, Genders, and Sexualities in the Early Christian World  (DPE)
Crosslistings: REL264 / WGSS264
Secondary Crosslisting
What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.
Class Format: seminar
Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors, student seniority by class
Expected Class Size: 19
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Phillip J. Webster

WGSS 267 (F)  Performance Studies: An Introduction  (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267
Secondary Crosslisting
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
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: 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

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Vivian L. Huang

WGSS 269 (F) Staging Race and Gender  (DPE) (WI)
Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting
This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages
Attributes: ENGL 200-level Gateway Courses;

Fall 2018
SEM Section: 01  Cancelled

WGSS 274 (S) ’As If Her Mouth Were a Weapon’: Jamaica Kincaid  (DPE) (WI)
Crosslistings: ENGL254 / WGSS274

Secondary Crosslisting
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

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

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

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:
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 WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

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

Spring 2019

TUT Section: T1    TBA    Ianna Hawkins Owen

WGSS 301 (F)  Sexual Economies  (DPE)
Crosslistings: WGSS301 / ANTH301 / AMST334

Primary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

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

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

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

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Gregory C. Mitchell

WGSS 302 (F)  Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real"? Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

WGSS 314 (S) The Social Ecology of Racial and Gender Inequity (DPE)

Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

Class Format: seminar

Requirements/Evaluation: class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)

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

Prerequisites: none

Enrollment Limit: none

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

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course introduces students to social psychology's 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:** WGS3 Racial Sexual + Cultural Diversity Courses

**Spring 2019**

**SEM Section: 01** MR 2:35 pm - 3:50 pm  Greta F. Snyder

**WGSS 324 (S) Indigenous Women's History (DPE) (WI)**

**Crosslistings:** AMST324 / HIST362 / WGSS324

**Secondary Crosslisting**

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women’s lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures—such as La Malinche, Pocahontas, and Sakakawea—as well as lesser known historical actors, political leaders, writers, and artists.

**Class Format:** seminar

**Requirements/Evaluation:** engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students’ development of independent research papers, this course satisfies the WI requirement.

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

**Spring 2019**

**SEM Section: 01** TR 8:30 am - 9:45 am  Tyler J. Rogers

**WGSS 331 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Crosslistings:** HIST332 / WGSS331

**Secondary Crosslisting**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.
Class Format: seminar

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Chris Waters

WGSS 337 (S) Race, Sex & Gender in Brazil (DPE)

Crosslistings: ANTH337 / WGSS337

Primary Crosslisting

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar

Requirements/Evaluation: research paper and its various components, participation

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

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil

Attributes: LATS Countries of Origin + Transnationalism Elect

Spring 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Gregory C. Mitchell
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

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE; This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. 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 2019

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

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar

Requirements/Evaluation: individual research project
WGSS 363 (F) Transnational Activism: Practice, Problems, Ethics (DPE)

As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensify, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists’ efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the “white savior.” Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? 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 facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)

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

Prerequisites: none

Enrollment Limit: none

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

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01 MW 11:00 am - 12:15 pm Greta F. Snyder

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)

Crosslistings: ANTH371 / WGSS371

Secondary Crosslisting

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.

Class Format: seminar

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

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

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

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

WGSS 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Crosslistings: HIST376 / WGSS376

Secondary Crosslisting

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

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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.
**WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism** (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

*Secondary Crosslisting*

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

**Extra Info:** not available for the fifth course option

**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

**Materials/Lab Fee:** course books and reader packet

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

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: 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.

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**WGSS 420 (S) Senior Seminar: The Drag of Black Masculinity** (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

*Primary Crosslisting*

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.
Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Kai M. Green

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