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.

**AAS 125 (F) Introduction to Asian American Studies  (DPE)**

**Cross-listings:** AMST 125

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 18

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

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

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

AAS 125(D2) AMST 125(D2)

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

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

Fall 2023

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

**AAS 216 (F) Asian/American Identities in Motion  (DPE)**

**Cross-listings:** THEA 216 / DANC 216 / ASIA 216 / GBST 214 / AMST 213
Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

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

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first years and sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

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

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

Attributes: AAS Core Electives  AAS Gateway Courses

Fall 2023
SEM Section: 01  WF 11:00 am - 12:15 pm  Munjulika R. Tarah

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

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

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

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

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
This course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

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

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

Fall 2023

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

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

Cross-listings: AMST 253 / LATS 254

Secondary Cross-listing

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

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

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

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

Fall 2023

SEM Section: 01    TR 11:20 am - 12:35 pm     Maria Elena Cepeda
AAS 275  (S)  Acting Out: Performativity, Production, and Politics in East Asian Theatres  (DPE)

Cross-listings: ASIA 275 / COMP 271 / THEA 271 / CHIN 275

Secondary Cross-listing

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exotic styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives  GBST East Asian Studies Electives

Spring 2024

SEM Section: 01    MR 2:35 pm - 3:50 pm     Man  He

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

Cross-listings: AMST 306 / ARTH 306

Secondary Cross-listing

This course explores the many ways race is constructed through American architecture. We will survey different methodologies for linking architecture and race, including uncovering the history of buildings in the nation's capital, analyzing public housing and "domestic war," and theorizing how racial difference and racialized power -- including white supremacy -- are implicated within modern architectural theory. Our readings will be drawn from
Asian American, Latinx, and Black studies, as well as architectural history, art history, and urban studies. Together we will attempt to answer several questions about racialized architecture, such as why Asianness has often been associated with domestic interiors, how Blackness is coded in particular built forms, such as skyscrapers, and how architects and planners deploy the visual language of the Latinx barrio to mitigate anti-immigrant fear. We will also explore how BIPOC artists, architects, writers, and scholars engage architecture as a standpoint of critique, pushing back against the racialization of architecture and offer alternative or new ways of thinking about structures and space. While foregrounding race, the course will necessarily require intersectional thinking in relation (but not limited) to class, gender, citizenship, and ability.

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

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: First- and second-year students

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

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

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

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

Spring 2024

SEM Section: 01 Cancelled

AAS 312 (S) The 626 (DPE)

Cross-listings: SOC 313

Secondary Cross-listing

Ryka Aoki’s Light from Uncommon Stars is “a defiantly joyful adventure in California’s San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts.” What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki’s novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; possible community partnership; regular writing assignments

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AAS 312(D2) SOC 313(D2)
Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2024

SEM Section: 01  MW 11:00 am - 12:15 pm  Phi H. Su

AAS 351  (F)  Racism in Public Health  (DPE)

Cross-listings: PHLH 351

Secondary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

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

Distributions: (D2)  (DPE)

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

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self-reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives  PHLH Social Determinants of Health

Fall 2023

TUT Section: T1  TBA  Marion Min-Barron

AAS 373  (F)  US Empire in the Philippines: Capitalism, Colonialism, and Revolution  (DPE)

Cross-listings: AMST 373

Secondary Cross-listing

When the United States of America took official colonial control of the Philippines in 1898, Filipinos had already been fighting an anti-colonial struggle against Spain for several years. With the start of the Philippine-American War in 1899, that fight continued. Keeping the always-present possibilities of Filipino revolt in mind, this course takes an interdisciplinary approach to the study of U.S. empire-building in the Philippines from the late-nineteenth to the mid-twentieth centuries. We will frame our understanding in terms of racial capitalism and the coloniality of power, with particular attention to the
materiality of empire -- infrastructure, architecture, financing, markets, and population management -- and U.S. empire's production of racial, gender, indigenous, religious, and sexual categories and difference. Our readings may be drawn from critical ethnic studies, gender & sexuality studies, American studies, postcolonial theory, Black studies, disability studies, and more. Topics include the military "management" of Muslim, Christian, and animist groups, the Katipunan society, interracial intimacies, and early 20th century Filipino migration to the United States. Students are expected to take an active role in discussion, but no prior knowledge of the Philippines is expected.

**Requirements/Evaluation:** Evaluation will be based on a semi-self-paced portfolio model: by two different points in the semester, students will be responsible for handing in a collection of 1-2 page response papers, discussion posts, discussion questions, and/or a paper analyzing a primary source or theoretical argument. The minimum requirement is a word count e.g. 3,000 words by 10/15, another 3,000 by 11/15. For the final, students will collect their work, revise at least 30% of it according to professor and peer feedback, and write a final reflection paper. In pairs, students will also lead discussion during one or more class sessions.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** First priority will go to AAS concentrators and AMST prospective and declared majors

**Expected Class Size:** 10-15

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

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

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

AAS 373(D2) AMST 373(D2)

**Difference, Power, and Equity Notes:** This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and abilist categories in the context of world-historic systems of power, namely capitalism and colonialism. It tracks the unequal relations of power between American colonizers and Filipino colonized subjects, while keeping live the inherent power of Filipino people for revolt.

**Attributes:** AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01   MW 11:00 am - 12:15 pm   Jan Padios

AAS 375  (S)  Asian American Sexualities  (DPE)

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

**Secondary Cross-listing**

Often framed as objects of sexual use and perversion, how might Asian/Asian American subjects contend with these projections and enact their own sexualities? Anchored in this question, this theory-intensive course introduces students to core texts in Asian American Studies, feminist and queer criticism, and performance studies alongside a host of cultural productions (e.g., film, visual art, performance, poetry). It will focus on an array of topics, including western demands to "come out," the history and activism of "comfort women," HIV/AIDS, orientalism/orientalism, the criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

**Requirements/Evaluation:** in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

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

**Enrollment Limit:** 20

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

**Expected Class Size:** 18

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

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

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

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

**Difference, Power, and Equity Notes:** This course examines the terms Asian American, gender, sexuality, and ability as categories of social
difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

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

Spring 2024
SEM Section: 01   TF 1:10 pm - 2:25 pm   Kelly I. Chung

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

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

**Secondary Cross-listing**

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

**Requirements/Evaluation:** in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

**Prerequisites:** AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

**Expected Class Size:** 12

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

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

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

AAS 414(D2) WGSS 414(D2) AMST 414(D2)

**Writing Skills Notes:** Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

**Difference, Power, and Equity Notes:** This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone  AMST 400-level Senior Seminars  WGSS Theory Courses

Spring 2024
SEM Section: 01   W 1:10 pm - 3:50 pm   Kelly I. Chung

**AFR 145 (S) Black Mathematics: The Power of Revolutionary Numbers** (DPE)

**Cross-listings:** STS 145

**Primary Cross-listing**

The power of numbers is undeniable. Numbers can be used to illuminate, obscure or oppress. Numbers are not only symbols in the strictest sense, but are powerful representations that have considerable impact on institutions, policy, the real world and our lives. Data are said to be the "Black gold" of the 21st century. By use of human, economic, political and social indicators and metrics Western scientists, statisticians, governments and powerful actors have promoted liberalism, militarism and capitalism, which often dehumanized the racialized ‘Other’. Various techniques in social sciences like forecasting, statistics, quantification, predicting, modeling all rely heavily on numbers or their manipulation/interpretation. But what social and economic goals and who do statistics serve? What ideologies underpin these numbers about Black people/communities? What is the significance of numbers to Black life? To what purpose have numbers been put in the furtherance of Black liberation? This course addresses these questions and the different
uses to which numbers have been put by Black revolutionaries and communities. Black activists, scholars and communities have questioned how statistics are formulated, used and their Eurocentric basis as well as their limited ability to accurately reflect the Black world. We delve an alternative Black philosophy, specifically how Black people have historically used/defied/circumvented the numbers game. We will study and historically trace the invention of statistics, and how Black people, organizations and communities have utilized numbers to resist oppression, shape movements and direct emancipatory efforts. From Ida B Wells, to W. E. B. du Bois, Claudia Jones and Eric Williams, using numbers differently, has pushed back against oppression, reinterpreted history and spurred social and political change.

**Requirements/Evaluation:** Attendance and Participation (20%); Themed visual infographic/design (25%); Critical numbers/data analysis paper (30%); Case study/peer review exercise (25%)

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If over-enrolled, preference to AFR majors/concentrators.

**Expected Class Size:** 10

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

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

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

STS 145(D2) AFR 145(D2)

**Difference, Power, and Equity Notes:** Students will be guided through the history and alternative use of numbers to understand how they came to constitute powerful tools that have brought about systemic inequality and liberation. They will gain an appreciation of how these tools have been used and manipulated both by powerful historical actors, and oppressed groups and emerging figures acting towards emancipatory purposes.

**Attributes:** AFR Theories, Methods, and Poetics

Spring 2024

SEM Section: 01 TBA Cancelled Keston K. Perry

**AFR 222 (F) Hip Hop Culture** (DPE) (WS)

**Cross-listings:** MUS 217 / AMST 222 / ENGL 221

**Secondary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors or prospective majors

**Expected Class Size:** 19

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

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

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

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

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

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

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

---

**Fall 2023**

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

**AFR 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** ENVI 231 / STS 231

**Secondary Cross-listing**

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

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

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

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

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

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

**Attributes:** AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

---

**Spring 2024**

**SEM Section: 01    Cancelled**

**AFR 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** GBST 233 / ENVI 204

**Primary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class
man” and “homo-economicus”. We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

Requirements/Evaluation: ‘Colonialism and my community’ writing/poster assignment (5 pages) 20%; Either a video essay on a ‘green’ technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an emerging ‘green’ technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over enrolled preference goes to Africana Studies and then Environmental Studies students.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 233(D2) AFR 233(D2) ENVI 204(D2)

Difference, Power, and Equity Notes: The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

Attributes: AFR Black Landscapes  AFR Core Electives  ENVI Humanities, Arts + Social Science Electives

Fall 2023
LEC Section: 01  Cancelled

AFR 236 (F) Europe and the Black Diaspora  (DPE) (WS)

Cross-listings: GERM 234 / COMP 238

Secondary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 234(D1) AFR 236(D2) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page
research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

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

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

**Secondary Cross-listing**

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States.

Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

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

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

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

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

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

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

---

**AFR 290 (F) Perversity & Play: Embodying Black Feminist Methods in Contemporary Visual Art & Performance**  (DPE)

**Cross-listings:** THEA 281 / WGSS 290

**Secondary Cross-listing**

What critical interpretations can we conceive in examination of emerging Black femme artists who reclaim their bodily autonomies as "mother f** monsters," reassert their "WAP(s)" as new materialist methods, reembody Harriet Tubman as she leads an army of "Bad b**," and subvert derogatory archetypes i.e., "mammy," "sapphire" or "venus." In this class we will survey an introduction to the field of Black Feminist studies through this lens of perversity and play. The subject of perversity points to a violent history of misrepresentation where stereotypes anchored and mobilized perceptions of
Black womanhood while the notion of play offers an analysis that shows how contemporary Black women employ/perform diversions to these limiting categories of race, gender and sexuality. Students will examine the foundational scholarship from the works of Audre Lorde, Saidiya Hartman, Hortense Spillers, and Katherine McKittrick (just to name a few). Moreover, an engagement of Black feminist studies will enable students to examine the social and geographic organizations of Black femme bodies on a global scale. By centering Black feminist methods with decolonial praxis, we will disassemble a limiting American grammar that imposes Black women to positions of hyper-visibility and absence.

Requirements/Evaluation: 20% Free Writes/Weekly Reflections; 25% Short Presentation: Discussion Leader; 20% Paper 1; 25% Paper 2; 10% Participation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference to WGSS majors as well as those cross listed in Africana Studies and Theatre Departments. These enrollment preferences are made to consider students who have specialized interests in these disciplines given the course being advanced

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 290(D2) THEA 281(D1) WGSS 290(D2)

Difference, Power, and Equity Notes: Deals with power imbalances around race, gender and sexuality and how these both manifest in the real world and also can be addressed through various strands of academic theory.

Attributes: WGSS Theory Courses

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

AFR 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: GBST 306 / RLFR 320 / COMP 310

Secondary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

GBST 306(D2) AFR 306(D2) RLFR 320(D1) COMP 310(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.
AFR 350 (F)  The Nile  (DPE)

Cross-listings:  ENVI 335 / HIST 308 / GBST 320 / ARAB 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation:  short papers and final project/paper
Prerequisites:  none, though background in Middle East history is preferable
Enrollment Limit:  19
Enrollment Preferences:  History and Arabic Studies majors
Expected Class Size:  15
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

Difference, Power, and Equity Notes:  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.

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

Fall 2023

AFR 353 (F)  Capitalism and Racism in the American Context and Beyond: A Global Approach  (DPE)

Cross-listings:  AMST 345 / GBST 344

Secondary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Rebison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh
Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

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

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

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

Fall 2023

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

AFR 355 (F)(S) Matter & Meaning in Black Queer Art & Performing Non-Human Potentials (DPE)

Cross-listings: WGSS 392

Secondary Cross-listing

In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks "are only certain people allowed to nature and its benefits?" Furthermore Seymour centers Black Queerness with non-human arrangements, thus begetting the question--what subversive potentials lie within alignments of "animality" "un-becoming" or within these natural landscapes that are often exclusionary of Black Queer mobility? In this class we will discuss the resilience of Black queer survival under the duress of racial capitalism and explore critical frameworks within the emerging field of new materialism. In so doing we will produce a comparative analysis implementing a study of non-human systems while simultaneously creating and viewing performances that integrate interspecies and inorganic meditative mediums. We will assess the question, how might non-human engagements radically shift ideological formations of "Man" and convey ecologies of thinking that complicate issues of "thingification?" To answer this question, we will study emerging scholarship in the field of Black Queer Studies such as neologisms like Yanique Norman's Black "fungi-ability" which puts into consideration posthumanist approaches alongside race and gender studies where the analytic of the mushroom points to a relational engagement of a Black & Queer diasporic poetics. Riley Snorton's concept on fungibility as "Trans capability" enables students to also discuss re-empowered embodiments of "flesh" as both a queer and decolonial praxis. Zakiyah Iman Jackson's articulations "on becoming human" also prove foundational as we will mutually explore Black Queer possibility amid the perceived burden of abjection.


Prerequisites: N/A
Enrollment Limit: 15

Enrollment Preferences: Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

WGSS 392(D2) AFR 355(D2)

Difference, Power, and Equity Notes: Deal fundamentally with axes of difference and various arrays of power and privilege.

Attributes: AFR Core Electives WGSS Theory Courses

Fall 2023

SEM Section: 01 Cancelled

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

AFR 374 (F) Technologies of Race (DPE) (WS)

Cross-listings: STS 373 / AMST 372

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

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

Distributions: (D2) (DPE) (WS)

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

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

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

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives
What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theory. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENGL 311(D1) AFR 376(D2) AMST 374(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

Attributes: AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: AMST majors or prospective majors.
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 412(D2) STS 412(D2) AFR 394(D2)

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

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024
SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)
This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science: critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four papers, project with presentation, and a final exam.
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first- and second-year students
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

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

Fall 2023
SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

Spring 2024
AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: WGSS 113 / ENGL 113

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2023

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

Cross-listings: AAS 125

Primary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 18

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

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

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

AAS 125(D2) AMST 125(D2)

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

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

---

**Fall 2023**

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

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

**Cross-listings:** STS 142

**Primary Cross-listing**

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

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

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

STS 142(D2) AMST 142(D2)

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

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

---

**Spring 2024**
Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

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

Fall 2023

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

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

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

AMST 164(D2) HIST 163(D2)

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

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

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

---

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

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

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

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

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

---

Spring 2024

SEM Section: 01      Cancelled
AMST 213  (F)  Asian/American Identities in Motion  (DPE)

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

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

Distributions: (D2)  (DPE)

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

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

Attributes: AAS Core Electives  AAS Gateway Courses

Fall 2023

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

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

Cross-listings:  PSCI 249

Primary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 12

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

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

PSCI 249(D2) AMST 218(D2)

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

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

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

Spring 2024

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

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

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

Primary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 226 (S) Gender and the Dancing Body (DPE)

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

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

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

Spring 2024

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

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 237(D2) AFR 237(D2) AMST 237(D2) REL 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.
Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01 MW 8:30 am - 9:45 am Zaid Adhami

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

Cross-listings: ENVI 257 / LATS 230

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

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.
Requirements/Evaluation: Class participation, weekly in-class writing, three 3-6 page essays, a midterm, and a final examination. All writing materials and exams are based on coursework.

Prerequisites: None
Enrollment Limit: 25
Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024
LEC Section: 01 TF 1:10 pm - 2:25 pm Edgar Sandoval
Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability

Secondary Cross-listing

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

Requirements/Evaluation:
Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 253(D2) AMST 253(D2) LATS 254(D2)

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

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

Fall 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

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

Secondary Cross-listing

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 30-40

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

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

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

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

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

---

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

**Cross-listings:** ENGL 299

**Primary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
**AMST 299(D2) ENGL 299(D1)**

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

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

**Attributes:** AMST Arts in Context Electives

Fall 2023

TUT Section: T1 TBA Cassandra J. Cleghorn

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

**Cross-listings:** AAS 306 / ARTH 306

**Primary Cross-listing**

This course explores the many ways race is constructed through American architecture. We will survey different methodologies for linking architecture and race, including uncovering the history of buildings in the nation's capital, analyzing public housing and "domestic war," and theorizing how racial difference and racialized power -- including white supremacy -- are implicated within modern architectural theory. Our readings will be drawn from Asian American, Latinx, and Black studies, as well as architectural history, art history, and urban studies. Together we will attempt to answer several questions about racialized architecture, such as why Asianess has often been associated with domestic interiors, how Blackness is coded in particular built forms, such as skyscrapers, and how architects and planners deploy the visual language of the Latinx barrio to mitigate anti-immigrant fear. We will also explore how BIPOC artists, architects, writers, and scholars engage architecture as a standpoint of critique, pushing back against the racialization of architecture and offer alternative or new ways of thinking about structures and space. While foregrounding race, the course will necessarily require intersectional thinking in relation (but not limited) to class, gender, citizenship, and ability.

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

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** First- and second-year students

**Expected Class Size:** 10-15

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

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

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

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

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

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

Spring 2024

SEM Section: 01 Cancelled

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

**Cross-listings:** ENGL 316

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

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

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE) (WS)

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

ENGL 316(D1) AMST 326(D2)

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

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

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

Fall 2023

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

AMST 345 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)

Cross-listings: AFR 353 / GBST 344

Primary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shennin, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we
will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

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

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

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

AFR 353(D2) AMST 345(D2) GBST 344(D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

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

Fall 2023

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

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

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

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none; WGSS 202 would be helpful

**Enrollment Limit:** 15

**Enrollment Preferences:** a short statement of interest will be solicited; a subsection of applicants may be interviewed

**Expected Class Size:** 15

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

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

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

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

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race,
sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2023
SEM Section: 01 Cancelled

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

Cross-listings: HIST 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared or competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" history through a transnational and transoceanic lens. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated—or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it traces pathways for recasting the nature and meanings of these connected spaces and histories. In addition, the course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 360(D2) HIST 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in recovering and interpreting them.

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

Spring 2024
SEM Section: 01 Cancelled

AMST 361 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)

Cross-listings: WGSS 361 / LATS 344

Secondary Cross-listing
This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability into media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

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

Distributions: (D2)  (DPE)

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

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

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives

Spring 2024

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

AMST 364  (F)  Trans Film and Media  (DPE)

Cross-listings: WGSS 311

Secondary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (e.g., Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

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

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2023
SEM Section: 01  M 7:00 pm - 9:40 pm  Abram J. Lewis

AMST 369 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: WGSS 332

Secondary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability" — and who counts as disabled — varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly—encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be very helpful, but is not required.

Enrollment Limit: 15

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

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2024
SEM Section: 01  MR 1:10 pm - 2:25 pm  Abram J. Lewis

AMST 371 (S) Rebels, Guerillas, and Insurgents: Resistance and Repression in US History (DPE)
This course examines histories of resistance and repression throughout US history. We will consider the role of militancy in social or revolutionary movements, how states deploy power to respond to those movements, and debates around "violence" and political action. Wide ranging in both chronology and topic, course materials will explore slavery, piracy, indigenous resistance to US continental expansion, the expansion of US empire to places like Hawaii and the Philippines, social movements focused on race, class, gender, sexuality, and citizenship, as well as struggles over environmental justice and indigenous sovereignty. The course will also interrogate the rise of far-right paramilitary violence in the United States and the backlash to the social movements of the 1960s and 70s. Students will develop their skills in reading, writing, and communication, and classes will emphasize engagement with primary sources, cultural texts, and different forms of media.

Requirements/Evaluation: Assignments will include participatory discussion, short papers, a midterm, and a final exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference for upper-level (Junior/Senior) students, and students that have taken introductory courses in American Studies, History, and other Humanities disciplines

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on resistance to different forms of inequality throughout US history. Students will gain a greater understanding of how race, gender, sexuality, class, and citizenship have been debated, contested, and reified through processes of resistance and repression. The course materials will seek to highlight the voices of groups and individuals that have often been left out of mainstream historical narratives.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement AMST Space and Place Electives

Spring 2024

SEM Section: 01 Cancelled

AMST 372 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 / STS 373

Primary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 374(D2) STS 373(D2) AMST 372(D2)

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

**Difference, Power, and Equity Notes:** This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

**Attributes:** AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

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

**AMST 373 (F) US Empire in the Philippines: Capitalism, Colonialism, and Revolution (DPE)**

**Cross-listings:** AAS 373

**Primary Cross-listing**

When the United States of America took official colonial control of the Philippines in 1898, Filipinos had already been fighting an anti-colonial struggle against Spain for several years. With the start of the Philippine-American War in 1899, that fight continued. Keeping the always-present possibilities of Filipino revolt in mind, this course takes an interdisciplinary approach to the study of U.S. empire-building in the Philippines from the late-nineteenth to the mid-twentieth centuries. We will frame our understanding in terms of racial capitalism and the coloniality of power, with particular attention to the materiality of empire -- infrastructure, architecture, financing, markets, and population management -- and U.S. empire's production of racial, gender, indigenous, religious, and sexual categories and difference. Our readings may be drawn from critical ethnic studies, gender & sexuality studies, American studies, postcolonial theory, Black studies, disability studies, and more. Topics include the military "management" of Muslim, Christian, and animist groups, the Katipunan society, interracial intimacies, and early 20th century Filipino migration to the United States. Students are expected to take an active role in discussion, but no prior knowledge of the Philippines is expected.

**Requirements/Evaluation:** Evaluation will be based on a semi-self-paced portfolio model: by two different points in the semester, students will be responsible for handing in a collection of 1-2 page response papers, discussion posts, discussion questions, and/or a paper analyzing a primary source or theoretical argument. The minimum requirement is a word count e.g. 3,000 words by 10/15, another 3,000 by 11/15. For the final, students will collect their work, revise at least 30% of it according to professor and peer feedback, and write a final reflection paper. In pairs, students will also lead discussion during one or more class sessions.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** First priority will go to AAS concentrators and AMST prospective and declared majors

**Expected Class Size:** 10-15

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

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

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

AAS 373(D2) AMST 373(D2)

**Difference, Power, and Equity Notes:** This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and abilist categories in the context of world-historic systems of power, namely capitalism and colonialism. It tracks the unequal relations of power between American colonizers and Filipino colonized subjects, while keeping alive the inherent power of Filipino people for revolt.

**Attributes:** AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Jan Padios

**AMST 374 (S) Black Critical Theory, Black Avant-Garde (DPE)**

**Cross-listings:** ENGL 311 / AFR 376

**Primary Cross-listing**
What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought?

This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoria. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 311(D1) AFR 376(D2) AMST 374(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

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

Spring 2024
SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

AMST 375 (S) Asian American Sexualities (DPE)

Cross-listings: WGSS 375 / AAS 375

Primary Cross-listing

Often framed as objects of sexual use and perversion, how might Asian/Asian American subjects contend with these projections and enact their own sexualities? Anchored in this question, this theory-intensive course introduces students to core texts in Asian American Studies, feminist and queer criticism, and performance studies alongside a host of cultural productions (e.g., film, visual art, performance, poetry). It will focus on an array of topics, including western demands to "come out," the history and activism of "comfort women," HIV/AIDS, orientalism/ornamentalism, the criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

Requirements/Evaluation: in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

Prerequisites: preferably AMST 125 or WGSS 101/202

Enrollment Limit: 20

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

Expected Class Size: 18

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social
difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

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

Spring 2024

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

AMST 392  (F)(S)  Black Ecologies: Performances of a Racial & Sexual Environmental Ethics  (DPE)

**Cross-listings:**  WGSS 392 / THEA 392 / AFR 355

**Secondary Cross-listing**

In “Black Birds, Black Lives & The Unfinished Work of Queer Ecologies,” Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks “are only certain people allowed to nature and its benefits?” In the wake of slogans like “Black Lives Matter,” the statement provokes thought on the black body’s dehumanized representation within (and in connection to) material culture. Moreover, it centers these violent histories and how performances of anti-blackness are rendered intrinsic to the exploitation of the natural world. In this class we will explore this emerging field of Black Ecologies. We will assess how the concept can further radicalize grassroots initiatives for social justice, inform our understanding on the history of American slavery, and reframe our approaches to environmentalism through a Queer and Feminist Lens. Most excitingly, we will view performances such as Barry Jenkins *Moonlight* (from a Black and Queer socio-ecological perspective), watch episodes of Ava Duvernay’s *Queen Sugar* and even Beyoncé’s concert: *Renaissance*. These contemporary case studies provide us entry into an ecological ethic that centers non-human engagements where we might imagine otherwise possibilities for living in and creating liberated futures.

**Requirements/Evaluation:**  20% Weekly Journal Entries on Discussion Board; 20% Mini-Assignment 1; 20% Mini-Assignment 2; 25% Final Presentation; 15% Participation

**Prerequisites:** N/A

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

**Expected Class Size:** 19

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

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

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

WGSS 392(D2) THEA 392(D1) AMST 392(D2) AFR 355(D2)

**Difference, Power, and Equity Notes:** Deal fundamentally with axes of difference and various arrays of power and privilege.

**Attributes:** AFR Core Electives  WGSS Theory Courses

Spring 2024

SEM Section: 01    TR 11:20 am - 12:35 pm    Iyanna C. Hamby

AMST 409  (F)  Prehistories of the War on Terror  (DPE) (WS)

On September 11th, 2001, members of the terrorist organization Al-Qaeda hijacked four airplanes and crashed them into the World Trade Center, the Pentagon, and rural Pennsylvania. For many Americans this tragedy seemed to come out of nowhere. In an attempt to historicize these shocking events, and the global wars that resulted from them, this course will examine the prehistories of the War on Terror. We will study the United States’ emergence as a global power after World War II, US foreign policy and its relationship to the Middle East, and the political and cultural currents that informed American responses to the events of 9/11. We will also explore the history of the War on Terror itself. Topics will include the Cold War, the environmental history of oil, the history of terrorism, the relationship between race and war, and the invasions of Afghanistan and Iraq.

**Requirements/Evaluation:** Assignments will include participatory discussion, daily responses to assigned readings, short papers, and a research paper.
Prerequisites: Introductory course in American Studies or History; or some prior coursework on US history, empire, foreign relations, race, environment, and violence.

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and students that have completed upper-level coursework in American Studies, History and related fields.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In this workshop-style course students will focus on developing their skills in reading primary and secondary literature, advancing historical arguments, conducting research, engaging in discussion, and producing academic writing. Short writing assignments, peer review, and revision will break down the research process into manageable parts, scaffolding to a final research paper.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality, with an emphasis on the Cold War and War on Terror. Students will develop tools to analyze how power shapes the differences produced by colonialism, empire, global capitalism, and similar historical processes.

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

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Stefan B. Aune

AMST 412 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: STS 412 / AFR 394

Primary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AMST 412(D2) STS 412(D2) AFR 394(D2)

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

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial
How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

- AAS 414(D2)
- WGSS 414(D2)
- AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Material culture studies consider the dynamic relationships that people develop with the physical world. Tangible items like clothing, furniture, tools, and the built environment are all shaped by communities' identities, aspirations, resources, struggles, and forms of power. This course approaches North American histories through the lens of materiality, and examines how interdisciplinary methodologies can illuminate multiple or alternate understandings of the past—and its continuing impacts in the twenty-first century. While many historians emphasize written archives and documents as primary sources, scholars and practitioners of material culture studies center everyday as well as exceptional material items that communities have produced and interacted with over many generations. Equally important are the afterlives of these items. At different turns, and across time, social groups have cherished certain belongings; contested, rejected, or remade them; ascribed and activated meanings that may be very different from what the original makers conceived. These continuing transits compel reckoning with major issues of justice, rights, restitution, and sovereignty. The course
traces key theories, ethics, and practices of caretaking, preservation, repatriation, curation, creative re-making, and digitization. Members will participate in a series of visits to area museums, collections, and meaningful places to deepen skills of critical analysis. The scope of the course is North American and at times transoceanic. It also includes substantial focus on our location in the Northeast and local formations of materiality and memory, as well as topics in Native American and Indigenous Studies, settler colonialism, and decolonizing approaches. Class members will build familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the communities who engage with them.

Requirements/Evaluation: Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

Prerequisites: Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, junior and senior History and American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 455(D2) AMST 455(D2)

Difference, Power, and Equity Notes: This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

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

Fall 2023

SEM Section: 01  W 1:10 pm - 3:50 pm  Christine DeLucia

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

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 30

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.
ANTH 208  (F)  The U.S. and Afghanistan: A Post-Mortem  (DPE)

Cross-listings:  PSCI 220 / ASIA 208 / GBST 208

Primary Cross-listing
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit:  20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size:  15-20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023

SEM Section: 01   MWF 10:00 am - 10:50 am   David B. Edwards

ANTH 217  (S)  Indigeneity Today: Comparative Indigenous Identities in the US and Russia  (DPE) (WS)

Cross-listings:  RUSS 217 / GBST 219

Secondary Cross-listing
Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).
Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

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

Distributions: (D2) (DPE) (WS)

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

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ENVI 254 / STS 254

Primary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and
understand strengths and weaknesses of their writing.

**Difference, Power, and Equity Notes:** We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

**Attributes:** ENVI Humanities, Arts + Social Science Electives  PHLH Nutrition, Food Security + Environmental Health

Spring 2024
TUT Section: T1    TBA     Kim Gutschow

ANTH 258  (F)  Buddhism, Social Change, & Reproductive Justice in the Anthropocene  (DPE) (WS)

**Cross-listings:** ASIA 258 / WGSS 225 / REL 258

**Primary Cross-listing**
This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

**Requirements/Evaluation:** Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

**Prerequisites:** none, but a course in ANTH or REL is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, REL, WGSS majors and ASIA concentrators

**Expected Class Size:** 10

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
ASIA 258(D2)  WGSS 225(D2)  REL 258(D2)  ANTH 258(D2)

**Writing Skills Notes:** We write every week—either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weaknesses of individual student writing.

**Difference, Power, and Equity Notes:** We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023
TUT Section: T1    TBA     Kim Gutschow

ANTH 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)

**Cross-listings:** ASIA 269 / STS 269 / REL 269

**Secondary Cross-listing**
This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on
mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators—all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

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

Fall 2023

TUT Section: T1 TBA Kim Gutschow

ANTH 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 / WGSS 371

Primary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --Sexual Citizens (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants.

We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

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

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

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counterarguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  PHLH Methods in Public Health  WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

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

ARAB 201  (F) Intermediate Arabic I  (DPE) (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Requirements/Evaluation: quizzes, tests, homework, and active class participation
Prerequisites: ARAB 102 or placement test
Enrollment Limit: 18
Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Nicholas R Mangialardi

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

Cross-listings: HIST 207 / LEAD 207 / GBST 102 / JWST 217 / REL 239

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, 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.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

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

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

Fall 2023
LEC Section: 01 MW 11:00 am - 12:15 pm Magnús T. Bernhardsson

ARAB 209 (F) Saharan Imaginations (DPE) (WS)

Cross-listings: COMP 234 / ENVI 208
Primary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: 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.

Attributes: ENVI Humanities, Arts + Social Science Electives
ARAB 211  (S) Understanding 9/11 and the War in Iraq  (DPE) (WS)

Cross-listings: HIST 116

Secondary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation: Several short papers and a final oral history.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

ARAB 211(D2) HIST 116(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

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

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

Spring 2024

LEC Section: 01  MWF 11:00 am - 12:15 pm  Magnús T. Bernhardsson

ARAB 214  (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance  (DPE) (WS)

Cross-listings: MUS 214 / COMP 270

Primary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music
used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

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

**Expected Class Size:** 10

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

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

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

ARAB 214(D1) MUS 214(D1) COMP 270(D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

---

**ARAB 302 (S) Advanced Arabic 2** (DPE) (WS)

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

**Requirements/Evaluation:** Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 18

**Enrollment Preferences:** Arabic Studies, or students who completed ARAB 301

**Expected Class Size:** 7

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

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

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

---

**ARAB 308 (F) The Nile** (DPE)
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity’s most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars” in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

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

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

Difference, Power, and Equity Notes: 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.

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

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson

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

Cross-listings: JWST 268 / REL 268 / COMP 363

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 14
**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 14

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

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

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

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

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

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

**Attributes:** JWST Core Electives

---

**ARAB 403 (F) Beyond the Letter: Visual Culture in the Arabic-Speaking World** (DPE) (WS)

Whereas poetry has been historically celebrated as the defining form of an “authentic” Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoclip, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less “authentic” Arab culture. In this course, we will challenge this false dichotomy by examining a variety visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will active advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

**Requirements/Evaluation:** Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3 pages; two in-class presentations; a final 10-pages essay.

**Prerequisites:** ARAB 302

**Enrollment Limit:** 10

**Enrollment Preferences:** ARBIC

**Expected Class Size:** 7

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

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

**Writing Skills Notes:** Students will write 2-3 pages weekly and will produce a 10-pages essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

**Difference, Power, and Equity Notes:** This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.
ARAB 404  (S)  Topics in Contemporary Arab Cultures  (DPE) (WS)

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

Class Format: The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

Requirements/Evaluation: Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled, preference will be given to Arabic majors.

Expected Class Size: 7

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

Distributions: (D1)  (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Spring 2024

SEM Section: 01  MWF 8:30 am - 9:45 am  Lama Nassif

ARTH 105  (S)  Arts of South Asia  (DPE)

Cross-listings: ASIA 105

Primary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.


Prerequisites: none, open to all students

Enrollment Limit: 60

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 48

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

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

ASIA 105(D1) ARTH 105(D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2024

LEC Section: 01   MW 11:00 am - 12:15 pm   Murad K. Mumtaz

**ARTH 106 (F) An Invitation to World Architecture (DPE)**

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Class Format:** This course has 2 components: lectures and conferences/discussion sections. Students will be expected to attend two lectures and one conference/discussion section weekly. Students will sign up separately for the lecture component and the conference/discussion section component.

**Requirements/Evaluation:** Written evaluative measures: 6 - 8 object lab assignments and/or written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference/discussion section participation and attendance.

**Prerequisites:** none

**Enrollment Limit:** 45

**Enrollment Preferences:** This course has a running waitlist. Students waitlisted from past semesters will have enrollment priority, followed by art history majors, and then first-year students.

**Expected Class Size:** 45

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

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

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Fall 2023

LEC Section: 01   TR 11:20 am - 12:35 pm   Michelle M. Apotsos

CON Section: 02   W 8:30 am - 9:45 am   Michelle M. Apotsos

CON Section: 03   W 11:00 am - 12:15 pm   Michelle M. Apotsos

CON Section: 04   W 1:10 pm - 2:25 pm   Michelle M. Apotsos

**ARTH 210 (F) Intro to Latin American and Latinx 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. Latinx 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 Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres—from painting and sculpture to printmaking, photography, conceptual, installation, and performance art—and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

**Requirements/Evaluation:** midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** if overenrolled, waitlisted students will be selected on a lottery

**Expected Class Size:** 30

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

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

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

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

---

**Fall 2023**

**LEC Section:** 01  TR 9:55 am - 11:10 am  Mari Rodriguez Binnie

**ARTH 235 (S)(F) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)**

**Cross-listings:** ASIA 239 / ARTS 244

**Secondary Cross-listing**

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Requirements/Evaluation:** Class participation, discussions and critiques, successful completion of all assignments and attendance

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

**Enrollment Limit:** 18

**Enrollment Preferences:** Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

**Expected Class Size:** 16

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

**Materials/Lab Fee:** $400

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

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

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream
modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2024
STU Section: 01  M 7:00 pm - 9:40 pm  Murad K. Mumtaz

ARTH 246 (S) Museum Culture: Do you see what I see?! (DPE)

We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on so many variables--who we are, where we are, and what we choose to look at. A critical question is how art figures and what agency it wields in millenial settings. This class is an opportunity to explore these issues with particular reference to museums and the objects enshrined therein. Digitized collections enable us to wander freely in space and time, following ideas/images through history even as we might also engage the 'real thing' in person. Our approach will be comparative and interrogative; case studies might range from an oil painting to a wooden sculpture, a coin to an illuminated manuscript, a photograph to a video. Along the way, we will consider what "art" really is and how different visual cultures might be presented or distorted in museum exhibitions and public spaces.

Requirements/Evaluation: Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Sophomores and majors.
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will cover museums in diverse cultures and explore the porous boundaries between the "Orient", Europe and America. How art manifests inequalities of power and how museums privilege or erase particular groups of people will be addressed. Because collecting art entails money and privilege, understanding art history entails exploring social and cultural hierarchies.
Attributes: ARTH post-1800 Courses

Spring 2024
SEM Section: 01  TF 2:35 pm - 3:50 pm  Holly Edwards

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

Cross-listings: AMST 306 / AAS 306
Secondary Cross-listing

This course explores the many ways race is constructed through American architecture. We will survey different methodologies for linking architecture and race, including uncovering the history of buildings in the nation's capital, analyzing public housing and "domestic war," and theorizing how racial difference and racialized power -- including white supremacy -- are implicated within modern architectural theory. Our readings will be drawn from Asian American, Latinx, and Black studies, as well as architectural history, art history, and urban studies. Together we will attempt to answer several questions about racialized architecture, such as why Asianness has often been associated with domestic interiors, how Blackness is coded in particular built forms, such as skyscrapers, and how architects and planners deploy the visual language of the Latinx barrio to mitigate anti-immigrant fear. We will also explore how BIPOC artists, architects, writers, and scholars engage architecture as a standpoint of critique, pushing back against the racialization of architecture and offer alternative or new ways of thinking about structures and space. While foregrounding race, the course will necessarily require intersectional thinking in relation (but not limited) to class, gender, citizenship, and ability.

Requirements/Evaluation: Students will be evaluated on response papers, discussion questions, and a final research project on an architectural object, theory, or style.
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: First- and second-year students
Expected Class Size: 10-15  
Grading: no pass/fail option, yes fifth course option  
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:  
AMST 306(D2) AAS 306(D2) ARTH 306(D1)

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

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

Spring 2024

SEM Section: 01 Cancelled

**ARTH 322 (F) Cold War Aesthetics in Latin America (DPE) (WS)**

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War in Latin America as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad—and often conflicting—ideas regarding power, cultural influence, modernization, and revolution. 

**Requirements/Evaluation:** Active participation, leading discussion, and five four-page writing assignments. 

**Prerequisites:** One ARTH course. 

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to Art History majors. 

**Expected Class Size:** 10  
Grading: no pass/fail option, yes fifth course option  
Distributions: (D1) (DPE) (WS)

**Writing Skills Notes:** This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization. 

**Attributes:** ARTH post-1800 Courses

Fall 2023

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

**ARTH 521 (F) Islam and the Image (DPE) (WS)**

**Cross-listings:** REL 420

**Primary Cross-listing**

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts—a curious oversight in
light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences—even at times bound in the same albums—are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

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

REL 420(D2) ARTH 521(D1)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800 Courses

Fall 2023

SEM Section: 01 M 10:00 am - 12:50 pm Murad K. Mumtaz

ARTS 112 (F)(S) Introduction to Documentary Filmmaking (DPE)

In a 2010 article, *New York Times* film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: majors have priority

Expected Class Size: 16

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

Materials/Lab Fee: $250-$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics—who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Fall 2023
ARTS 222  (S) Critical Practice of Architecture: Theories, Methods, and Techniques  (DPE)

Cross-listings:  ENVI 202

Primary Cross-listing
In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

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

Materials/Lab Fee: $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 202(D1) ARTS 222(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

STU Section: 01    T 9:55 am - 12:35 pm     Giuseppina  Forte

ARTS 244  (S)(F) Taswirkhana: Technique and Practice of Indian Drawing and Painting  (DPE)

Cross-listings:  ASIA 239

Primary Cross-listing
Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance
This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 244(D1) ASIA 239(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2023
STU Section: 01  Cancelled

Spring 2024
STU Section: 01  M 7:00 pm - 9:40 pm  Murad K. Mumtaz

ARTS 251 (S) The Personal Documentary  (DPE)
In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Class Format: In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Requirements/Evaluation: preparation and participation; 3-4 short videos; daily diary; weekly film screenings, 1-2 readings per week

Prerequisites: 100 level video course or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: sophomores, juniors, majors

Expected Class Size: 16

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

Materials/Lab Fee: $250-$350  Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

Spring 2024
STU Section: 01  Cancelled

ARTS 261 (S) Design and Environmental Justice  (DPE)
Cross-listings: ENVI 260
Secondary Cross-listing
This seminar/digital art studio offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment as disputed terrain between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will develop textual/graphic projects about a chosen case study aiming to reorient public perception and imagination around environmental justice. Case studies include contemporary issues like "natural" disasters, eco-cities, and urbanization in the Global South and North. Skills taught include design-thinking and collaborative design, digital art (Photoshop), and participation in collective reviews and public presentations. The class culminates in a presentation to external reviewers and a final exhibition.

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project).

Requirements/Evaluation: Active presence in class discussions and presentations, quality of work, depth and quality of the investigative process, willingness to experiment, and contributions to a collaborative learning environment. This intensive seminar/digital art studio requires working in the architecture studio and/or PC lab outside of scheduled class hours.

Prerequisites: Drawing I, ENVI 101, or permission from the instructor.

Enrollment Limit: 15

Enrollment Preferences: Envi majors and concentrators, Studio Art majors, Art History and Studio Art majors

Expected Class Size: 12

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

Materials/Lab Fee: $300-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

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

ENVI 260(D2) ARTS 261(D1)

Difference, Power, and Equity Notes: This seminar/digital art studio examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2024

SEM Section: 01    TR 8:30 am - 9:45 am     Giuseppina Forte

ARTS 314  (F) Design for the Pluriverse: Architecture, Urban Design, and Difference  (DPE)

Cross-listings: ENVI 310

Primary Cross-listing
The built environment has a critical role in shaping how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and change processes. This studio tutorial investigates the role of different environments in supporting or preventing specific spatial practices and ensuring spatial justice. Using approaches from activist design, students will work in pairs to re-imagine spaces where different ways of being in the world can thrive and coexist—the pluriverse. Students will use a media they master to investigate a theme connecting design, the built environment (architecture and urbanism), and spatial justice.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 300-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), creative writing (image-text booklets), digital humanities (cartographies, countermapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: 200-level course on students' medium of choice (for the final project) or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

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

Materials/Lab Fee:  $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions:  (D1)  (DPE)

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

ARTS 314(D1) ENVI 310(D1)

Difference, Power, and Equity Notes: "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Attributes:  ENVI Humanities, Arts + Social Science Electives

Fall 2023

TUT Section: T1  TBA  Giuseppina Forte

ARTS 316  (F) Governing Cities by Design: the Built Environment as a Technology of Space  (DPE)

Cross-listings:  ENVI 316

Secondary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation:  Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites:  ENVI 101 or instructor permission

Enrollment Limit:  15

Enrollment Preferences:  Envi majors and concentrators, Studio Art majors

Expected Class Size:  12

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

Materials/Lab Fee:  $300-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions:  (D1)  (DPE)

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

ENVI 316(D2) ARTS 316(D1)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes:  ENVI Humanities, Arts + Social Science Electives

Fall 2023

SEM Section: 01  TR 8:30 am - 9:45 am  Giuseppina Forte

ASIA 105  (S) Arts of South Asia  (DPE)

Cross-listings:  ARTH 105
Secondary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.


Prerequisites: none, open to all students

Enrollment Limit: 60

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 48

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 105(D1) ARTH 105(D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Attributes: GBST South + Southeast Asia Studies Electives

Spring 2024

LEC Section: 01  MW 11:00 am - 12:15 pm  Murad K. Mumtaz

ASIA 127  (F) Spring Grass: A Peek into Inequality in China  (DPE) (WS)

Cross-listings:  WGSS 127 / CHIN 427

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.
Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 127(D1) WGSS 127(D2) CHIN 427(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Fall 2023
TUT Section: T1 TBA Li Yu

ASIA 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: PSCI 220 / GBST 208 / ANTH 208

Secondary Cross-listing
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)
Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023
SEM Section: 01  MWF 10:00 am - 10:50 am  David B. Edwards

ASIA 215  (S)  Foundations of Confucian Thought  (DPE)  (WS)
Cross-listings:  REL 295 / CHIN 215
Secondary Cross-listing
How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the Analects (purported to record the words of Confucius himself), Mengzi (often romanized as "Mencius"), and Xunzi. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (ren), "moral power" (de), and "ritual propriety" (li); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation:  Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.
Prerequisites:  None.
Enrollment Limit:  19
Enrollment Preferences:  Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.
Expected Class Size:  19
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)  (DPE)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 295(D2)  CHIN 215(D1)  ASIA 215(D1)
Writing Skills Notes:  Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.
Difference, Power, and Equity Notes:  Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Spring 2024
SEM Section: 01  MWF 10:00 am - 10:50 am  Christopher M. B. Nugent

ASIA 216  (F)  Asian/American Identities in Motion  (DPE)
Cross-listings:  THEA 216 / DANC 216 / AAS 216 / GBST 214 / AMST 213
Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such
as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10

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

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

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

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

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

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

---

**Fall 2023**

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

**ASIA 239  (S)(F)  Taswirkhana: Technique and Practice of Indian Drawing and Painting  (DPE)**

**Cross-listings:** ARTS 244

**Secondary Cross-listing**

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-Western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Requirements/Evaluation:** Class participation, discussions and critiques, successful completion of all assignments and attendance

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

**Enrollment Limit:** 18

**Enrollment Preferences:** If the course over enrolls preference will be given to studio art and art history majors.

**Expected Class Size:** 16

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

**Materials/Lab Fee:** $400

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

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

ARTS 244(D1) ASIA 239(D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.
**ASIA 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)**

**Cross-listings:** WGSS 225 / REL 258 / ANTH 258

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

**Requirements/Evaluation:** Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

**Prerequisites:** none, but a course in ANTH or REL is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, REL, WGSS majors and ASIA concentrators

**Expected Class Size:** 10

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

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

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

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

**Writing Skills Notes:** We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

**Difference, Power, and Equity Notes:** We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

---

**ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** STS 269 / REL 269 / ANTH 269

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation techniques...
practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

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

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Man He

ASIA 319 (F) Gender and the Family in Chinese History (DPE)
Cross-listings: HIST 319 / WGSS 319

Secondary Cross-listing
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission
Enrollment Limit: 25
Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2023
SEM Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

ASIA 353 (S) Separation: An Introduction to Postcolonial Literature (DPE)
Cross-listings: ENGL 352 / COMP 350

Secondary Cross-listing
Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and
towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

**Requirements/Evaluation:** mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

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

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

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

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

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

ENGL 352(D1) ASIA 353(D1) COMP 350(D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories C

Spring 2024

SEM Section: 01  MW 11:00 am - 12:15 pm  Paresh Chandra

**BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** ENVI 134

**Primary Cross-listing**

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 62

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 62

**Grading:** no pass/fail option, no fifth course option
Unit Notes: Does not count for credit in the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 134(D3) BIOL 134(D3)

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

Attributes: ENVI Natural World Electives  GBST African Studies Electives  PHLH Biomedical Determinants of Health

Fall 2023
LEC Section: 01  MWF 10:00 am - 10:50 am  Joan Edwards

CHIN 215  (S) Foundations of Confucian Thought  (DPE) (WS)

Cross-listings: REL 295 / ASIA 215

Primary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the Analects (purported to record the words of Confucius himself), Mengzi (often romanized as "Mencius"), and Xunzi. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (ren), "moral power" (de), and "ritual propriety" (li); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 295(D2) CHIN 215(D1) ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Spring 2024
SEM Section: 01  MWF 10:00 am - 10:50 am  Christopher M. B. Nugent

CHIN 275  (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres  (DPE)

Cross-listings: ASIA 275 / COMP 271 / THEA 271 / AAS 275
"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Man He

CHIN 427 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: ASIA 127 / WGSS 127

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was
initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women’s roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong’s proclamation “women can hold up half of the sky” add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 127(D1) WGSS 127(D2) CHIN 427(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Fall 2023

TUT Section: T1 TBA Li Yu

CLAS 202 (S) Greek Tragedy (DPE)

Cross-listings: COMP 220 / THEA 220

Primary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus’ Agamemnon, Sophocles’ Electra, and Euripides’ Medea in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will
be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Classics, Comp Lit, and Theater majors; first-years; sophomores

Expected Class Size: 25

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

Distributions: (D1) (DPE)

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

CLAS 202(D1) COMP 220(D1) THEA 220(D1)

Difference, Power, and Equity Notes: This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Spring 2024

SEM Section: 01 Cancelled

COMP 107  (S)  Advanced French: Danger and Desire in French Film and Fiction  (DPE)

Cross-listings: RLFR 106

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2024, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, two short papers, midterm, and final paper.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 16

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

Distributions: (D1) (DPE)

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

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2024
COMP 218 (S) Nordic Nights: Scandinavia and the Second World War (DPE)

In April 1940, the Nazis invaded Denmark and Norway. In the lands of the Aurora Borealis and the Midnight Sun, the Nordic lights gave way to what seemed like one endless night of Nazi brutality. As the Danish and Norwegian peoples began five long years of occupation, Sweden remained neutral, walking the dangerous line between its role as a safe haven for Allied operatives and refugees (including Norwegian Resistors and Danish Jews) and its concessions to Nazi demands (for natural resources and troop movement across its borders). At the same time, Finland fought for its survival, first against the Soviet Union and then against the Nazis, in the boreal forests of its eastern border and the winter snows of its arctic north. In the Atlantic, the Danish colonial territories of Iceland, Greenland, and the Faroe Islands remained insulated from Nazi control in faraway Denmark, but struggled to maintain their autonomy, amid the occupation of their islands by Allied forces. While some Danes and Norwegians (like the writer Knut Hamsun and traitor Vidkun Quisling) collaborated with the Nazis, others risked their lives in the Resistance to carry out sabotage, espionage, and rescue others. Even as hundreds of Norwegian Jews were deported and murdered in Auschwitz, thousands of Danish Jews escaped to neutral Sweden with the help of their neighbors. Some Scandinavians continued this struggle beyond Nordic borders, like the Swedish diplomats Raoul Wallenberg (who saved thousands of European Jews in Budapest) and Raoul Nordling (whose careful diplomacy saved the city of Paris from total destruction). In this course, we will examine some of the most powerful literature and film on Scandinavia and World War II, and their representation of soldiers and civilians, invasion and occupation, collaboration and resistance, atrocities and genocide, cruelty and courage, survival and sacrifice. All readings and discussions in English.

Requirements/Evaluation: Active participation, two shorter papers, a midterm, and a longer final paper.

Prerequisites: None

Enrollment Limit: 16

Expected Class Size: 16

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in Scandinavian war literature and film. Through the study of war (as invasion and occupation, collaboration and resistance, atrocity and genocide), the course employs critical tools to teach students how to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on human violence and cruelty, sacrifice and solidarity.

Spring 2024

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

COMP 220 (S) Greek Tragedy (DPE)

Cross-listings: CLAS 202 / THEA 220

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus’ Agamemnon, Sophocles’ Electra, and Euripides’ Medea in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 25
**Enrollment Preferences:** Classics, Comp Lit, and Theater majors; first-years; sophomores

**Expected Class Size:** 25

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

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

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

CLAS 202(D1) COMP 220(D1) THEA 220(D1)

**Difference, Power, and Equity Notes:** This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Spring 2024

SEM Section: 01 Cancelled

**COMP 224 (F) Remembering the Great War: The First World War in Literature and Film** (DPE)

**Cross-listings:** RLFR 225

**Primary Cross-listing**

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 the 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. In our study of the Great War, 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, 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.

**Requirements/Evaluation:** Active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (5-7 pages).

**Prerequisites:** None.

**Enrollment Limit:** 16

**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:** 16

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

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

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

RLFR 225(D1) COMP 224(D1)

**Difference, Power, and Equity Notes:** 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 2023
COMP 234 (F) Saharan Imaginations  (DPE) (WS)
Cross-listings: ARAB 209 / ENVI 208

Secondary Cross-listing
Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.
Difference, Power, and Equity Notes: 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.
Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2023
SEM Section: 01  MR 1:10 pm - 2:25 pm  Brahim El Guabli

COMP 238 (F) Europe and the Black Diaspora  (DPE) (WS)
Cross-listings: GERM 234 / AFR 236

Secondary Cross-listing
This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.
Prerequisites: None.
Enrollment Limit: 19
Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 234(D1) AFR 236(D2) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

COMP 247 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: WGSS 250 / THEA 250 / ENGL 253

Secondary Cross-listing
What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utcho-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jane Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

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

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based
on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Fall 2023
TUT Section: T1 TBA Amy S. Holzapfel

**COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance** (DPE) (WS)

**Cross-listings:** ARAB 214 / MUS 214

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Expected Class Size:** 10

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

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

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

ARAB 214(D1) MUS 214(D1) COMP 270(D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2024
SEM Section: 01 TR 9:55 am - 11:10 am Nicholas R Mangialardi

**COMP 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres** (DPE)

**Cross-listings:** ASIA 275 / THEA 271 / CHIN 275 / AAS 275

**Secondary Cross-listing**

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How
to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the prosenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performative conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

ASIA 275(D2) COMP 271(D1) THEA 275(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Man He

COMP 299 (F) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294

Secondary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.
**Requirements/Evaluation:** Students will read fifty to eighty pages each week. Each student will participate in at least one roundtable discussion. Writing assignments: three essays of 5-6 pages, one of which will be revised and expanded as a final essay of 8-10 pages.

**Prerequisites:** 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

**Expected Class Size:** 19

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENGL 294(D1) COMP 299(D1)

**Writing Skills Notes:** Students will write over 20 pages in the semester and they will receive extensive feedback.

**Difference, Power, and Equity Notes:** Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C
COMP 311  (S)  Environmental Literature and Film in Latin America  (DPE) (WS)

Cross-listings:  RLSP 304 / ENVI 311

Secondary Cross-listing
What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Ruflo, Marí Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation:  This course will be conducted seminar-style.  Students will be expected to prepare thoroughly and be active, engaged participants in class discussions.  In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites:  One college literature of film course at the 200-level or above.

Enrollment Limit:  19

Enrollment Preferences:  Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size:  12

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

Distributions:  (D1)  (DPE) (WS)

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

COMP 311(D1)  RLSP 304(D1)  ENVI 311(D1)

Writing Skills Notes:  All students in the course will write (and rewrite) no less than 20 pages.  Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes:  The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes:  ENVI Humanities, Arts + Social Science Electives

Spring 2024

SEM Section: 01  Cancelled

COMP 318  (F)  Twentieth-Century French Novel: From Adversity to Modernity  (DPE)

Cross-listings:  RLFR 318

Secondary Cross-listing
In his futurist novel  Paris in the Twentieth Century  (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaut, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annau, Liotrel, Ducastel, Martineau, Téchiné, Charif. Conducted in French.

Requirements/Evaluation:  Active class participation, two shorter papers, a midterm, and a longer final paper.

Prerequisites:  A 200-level course (at Williams or abroad), or by placement test, or permission of the instructor.

Enrollment Limit:  16

Enrollment Preferences:  French majors and certificate students, Comparative Literature majors, and those with compelling justification for admission. Seniors returning from Study Abroad (in France or other Francophone countries) are particularly welcome.
**Expected Class Size:** 16

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

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

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

RLFR 318(D1) COMP 318(D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course focuses on a critical examination of difference, power, and equity in twentieth-century France. The course also employs critical tools to teach students how to examine the roles of race and ethnicity, gender and sexuality, colonialism and immigration, in the French novel’s critical representation of war and disease, poverty and greed, urban isolation and cultural alienation during the twentieth-century.

**Fall 2023**

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

**COMP 327 (F) Romanticism, Belatedly** (DPE)

**Cross-listings:** ENGL 324

**Secondary Cross-listing**

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrichs Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique," "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

**Requirements/Evaluation:** One mid-term essay (6-8 pages), one presentation or participation in roundtable, one final paper (12 pages)

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

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

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

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

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

ENGL 324(D1) COMP 327(D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories B  ENGL Literary Histories C

**Fall 2023**

SEM Section: 01    MR 2:35 pm - 3:50 pm     Paresh Chandra
COMP 350  (S)  Separation: An Introduction to Postcolonial Literature  (DPE)

Cross-listings:  ENGL 352 / ASIA 353

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

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

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

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

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 352(D1) ASIA 353(D1) COMP 350(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Spring 2024

SEM Section: 01    MW 11:00 am - 12:15 pm     Paresh  Chandra

COMP 360  (F)  Boucicault to McDonagh: Irish Theatre, 1870 to the present  (DPE)

Cross-listings:  ENGL 364 / THEA 336

Secondary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B.Yeats, J.M.Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert “Irishness” as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

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

Cross-listings: ARAB 363 / JWST 268 / REL 268

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

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363(D1) JWST 268(D2) REL 268(D2) COMP 363(D1)

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

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

Attributes: JWST Core Electives

Spring 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli
COMP 415  (S)  Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World  (DPE)

Cross-listings:  RLFR 415 / WGSS 415

Secondary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire de Duras’ portrayal of the intersection between race and gender, Simone de Beauvoir’s challenge to traditional femininity and gender roles, and Ananda Devi’s intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation:  Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

Prerequisites:  Any 200-level RLFR course, or by permission of instructor

Enrollment Limit:  18

Enrollment Preferences:  Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women’s, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Expected Class Size:  15

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

Distributions:  (D1)  (DPE)

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

RLFR 415(D1)  WGSS 415(D2)  COMP 415(D1)

Difference, Power, and Equity Notes:  In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Spring 2024

SEM Section: 01    MW 11:00 am - 12:15 pm     Preea Leelah

DANC 216  (F)  Asian/American Identities in Motion  (DPE)

Cross-listings:  THEA 216 / ASIA 216 / AAS 216 / GBST 214 / AMST 213

Primary Cross-listing

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

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

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  first years and sophomores

Expected Class Size:  10

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

Distributions:  (D1)  (DPE)

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

Attributes: AAS Core Electives  AAS Gateway Courses

Fall 2023
SEM Section: 01   WF 11:00 am - 12:15 pm   Munjulika R. Tarah

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

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

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

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

Distributions: (D1)  (DPE)

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

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

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

Spring 2024
SEM Section: 01   WF 11:00 am - 12:15 pm   Munjulika R. Tarah

DANC 302  (S)  Moving Words, Wording Dance  (DPE)  (WS)

Cross-listings: ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course
materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

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

Distributions: (D1) (DPE) (WS)

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

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will submit a revision, and will discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2024
TUT Section: T1 TBA Munjulika R. Tarah

DANC 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: THEA 321 / MUS 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7 pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.
**Expected Class Size:** 15

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

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

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

DANC 323(D1) THEA 321(D1) MUS 323(D1)

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

**Attributes:** MUS World Music/Ethnomusicology

---

**ECON 218 (F) Capital and Coercion** (DPE)

**Cross-listings:** GBST 218

**Primary Cross-listing**

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

**Requirements/Evaluation:** Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

**Prerequisites:** Econ 110

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

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

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

GBST 218(D2) ECON 218(D2)

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** GBST Economic Development Studies Electives POEC Depth

---

**ECON 257 (S) Economic Perspectives on Racial Inequality** (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the determinants and consequences of racial differences in earnings and human capital; formal models of taste-based and statistical discrimination; racial segregation in neighborhoods and schools; the economic history of slavery, Reconstruction and the Civil Rights Movement; 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 161 will be useful, but is not required.

Requirements/Evaluation: exams, short written responses, problem sets, participation
Prerequisites: ECON 110
Enrollment Limit: 25
Enrollment Preferences: First- and second-year students.
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

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

Spring 2024
LEC Section: 01 Cancelled

ECON 382 (F) Gentrification and Neighborhood Change (DPE)
While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?
Requirements/Evaluation: Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.
Prerequisites: Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.
Enrollment Limit: 10
Enrollment Preferences: Economics and Political Economy majors, Juniors and Seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.
Attributes: POEC Depth POEC Skills

Fall 2023
TUT Section: T1 TBA Stephen C. Sheppard

ENGL 104 (F) Borders, Migration, and the Literatures of Displacement (DPE) (WS)
In this course we will read literature that is about migration experiences, border-crossings, and various forms of colonial displacement. Our aim in
reading such literature will be not merely to study the problem of borders, displacement, and forced migration from a top-down perspective (like that of the analyst who, for the best of reasons, seeks to understand an issue in order to resolve it); but to shift our own perspective away from a position that assumes that the problem is not truly ours in the first place to deal with. While the contemporary issue of global migration and its particular manifestations in and around the site of the U.S.-Mexico border will be a central component of this course, our readings will not be limited to texts that deal exclusively with the historical present or the U.S.-Mexico border alone. As such, readings will likely include work by figures such as: Américo Paredes, Gloria Anzaldúa, Jason De León, Carmen Boulosa, Héctor Tobar, Javier Zamora, Tayeb Salih, Karen Tei Yamashita, Amara Lakhous, and others.

Requirements/Evaluation: at least 20 pages of writing, regular homework assignments, class participation

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout the globe with a particular emphasis on the Latin American diaspora in the U.S. It emphasizes forms and experiences of displacement produced by the histories of European colonialism and U.S. imperialism.

Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2023

SEM Section: 01 Cancelled

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

Cross-listings: WGSS 105

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

WGSS 105(D2) ENGL 105(D1)

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

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.
ENGL 109  (S)  Narrating Change  (DPE) (WS)
How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the other hand, if change does not cause such a transformation in the self, then how is it experienced? The works we will consider in this class will help us examine the ways human beings work through, think about, and represent change. The event of colonization will be our chief example and we will examine it through novels, critical theoretical works, and films that focus on Africa, South Asia and North America. Expect to encounter works by Chinua Achebe, Nadine Gordimer, Satyajit Ray, Saadat Hasan Manto, W.E.B. Du Bois and others.

Requirements/Evaluation: Four writing assignments, participation in classroom discussions and roundtables, and at least two individual conferences.

Prerequisites: no prerequisites
Enrollment Limit: 19
Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

Difference, Power, and Equity Notes: Almost all readings for this class require sustained engagement with questions of power, identity, and socioeconomic inequality.

Spring 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Paresh Chandra

ENGL 113  (F)  The Feminist Poetry Movement  (DPE) (WS)
Cross-listings: AMST 113 / WGSS 113

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

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

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

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first years
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

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

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

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

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

Fall 2023

ENGL 221 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: AFR 222 / MUS 217 / AMST 222

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

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

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

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora
ENGL 231  (F)(S)  Literature of the Sea  (DPE)

Secondary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery—an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean.通过考虑19世纪的捕鲸、中程航线、后殖民加勒比海，以及太平洋各岛屿上发生的各种故事，我们将探索一系列问题，包括：通过研究关于海洋的写作，我们可以学到什么？海洋故事如何帮助个人了解自己、他们的社区，以及他们在全球环境中的位置？海洋文学和文化视角怎么能显示不同的人们是如何相互连接却又如此遥远的？最重要的是，我们将作为课堂社区，练习仔细阅读文本，同时将它们与文化传统、周围环境和个人经历联系起来。

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

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

Unit Notes: offered only at Mystic Seaport

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

MAST 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives  ENVI Humanities, Arts + Social Science Electives

ENGL 253  (F)  Feminist Theatres: A Global Perspective  (DPE)  (WS)

Cross-listings: WGSS 250 / THEA 250 / COMP 247

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might
future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utokh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner’s papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that “writing is thinking, not thinking written down.” Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre’s ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Fall 2023
TUT Section: T1   TBA   Amy S. Holzapfel

ENGL 279  (S) Introduction to Latinx Literature: From ‘I Am Joaquin’ to Borderless-Future Dreams (DPE) (WS)

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literary-artistic texts produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement’s significant aftermaths. This focus highlights the significant contributions Chicanx voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanos, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries’ most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject’s political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture—from the city to the campo to the cultural in-between of the border.

Requirements/Evaluation: Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and
an in-class presentation.

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

Enrollment Limit: 19

Enrollment Preferences: Sophomores considering the English major, but juniors and seniors are also welcome.

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Spring 2024

SEM Section: 01 Cancelled

ENGL 294 (F) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: COMP 299

Primary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is—looking for work. On the other hand, we will ask questions about colonialism: Did not Europe’s occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn’t one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life—a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O’Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read fifty to eighty pages each week. Each student will participate in at least one roundtable discussion. Writing assignments: three essays of 5-6 pages, one of which will be revised and expanded as a final essay of 8-10 pages.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C
ENGL 299 (F) Let the Record Show: U.S. Literature of Research and Witness (DPE) (WS)

Cross-listings: AMST 299

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

AMST 299(D2) ENGL 299(D1)

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

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

Attributes: AMST Arts in Context Electives

Fall 2023

TUT Section: T1 TBA Cassandra J. Cleghorn

ENGL 311 (S) Black Critical Theory, Black Avant-Garde (DPE)

Cross-listings: AFR 376 / AMST 374

Secondary Cross-listing

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoría. This pairing of Black
avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

**Requirements/Evaluation:** Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

**Expected Class Size:** 15

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

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

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

ENGL 311(D1) AFR 376(D2) AMST 374(D2)*

**Difference, Power, and Equity Notes:** This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

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

Spring 2024

SEM Section: 01  W 7:00 pm - 9:40 pm  Selamawit D. Terrefe

**ENGL 316 (F) Unfinishing America**  (DPE) (WS)

**Cross-listings:** AMST 326

**Secondary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Sophomores, Juniors, and Seniors

**Expected Class Size:** 10-15

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

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

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

ENGL 316(D1) AMST 326(D2)*

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

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

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

Fall 2023
SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

ENGL 324 (F) Romanticism, Belatedly (DPE)
Cross-listings: COMP 327
Primary Cross-listing

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must—belatedly—be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrichs Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique", "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

Requirements/Evaluation: One mid-term essay (6-8 pages), one presentation or participation in roundtable, one final paper (12 pages)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors, then sophomores considering the major
Expected Class Size: 25
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 324(D1) COMP 327(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity—coloniality, race, caste, gender—as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Paresh Chandra

ENGL 335 (S) Moving Words, Wording Dance (DPE) (WS)
Cross-listings: DANC 302
Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as fiction,
ethnography, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will submit a revision, and will discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2024
TUT Section: T1 TBA Munjulika R. Tarah

ENGL 341 (S) Sexuality in US Modernisms (DPE)

Cross-listings: WGSS 342

Primary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as James, Cather, Far, Hughes, Nugent, Stein, Fitzgerald, and Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Hartman, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam,
Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 341(D1) WGSS 342(D2)

Difference, Power, and Equity Notes: This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

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

ENGL 352 (S) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ASIA 353 / COMP 350

Primary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation—from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

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

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 352(D1) ASIA 353(D1) COMP 350(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity—coloniality, race, caste, gender—as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Spring 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Paresh Chandra
ENGL 364 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present (DPE)

Cross-listings: COMP 360 / THEA 336

Secondary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B.Yeats, J.M.Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

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

Distributions: (D1) (DPE)

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

COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert "Irishness" as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

ENGL 391 (F) Contemporary North American Queer Literatures and Theories (DPE) (WS)

Cross-listings: WGSS 391

Primary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

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

Enrollment Limit: 19

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: This course will require at least 20 pages of writing of various sorts, from shorter critical responses to a longer research paper. Students will receive regular and timely feedback on their writing and gain experience with revision as it relates to the process of refining an argument.

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses  ENGL Literary Histories C  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

Fall 2023
SEM Section: 01  Cancelled

ENVI 134  (F)  The Tropics: Biology and Social Issues  (DPE)
Cross-listings: BIOL 134

Secondary Cross-listing
Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate
Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam
Prerequisites: none
Enrollment Limit: 62
Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.
Expected Class Size: 62
Grading: no pass/fail option, no fifth course option
Unit Notes: Does not count for credit in the Biology major.
Distributions: (D3)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 134(D3)  BIOL 134(D3)

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

Attributes: ENVI Natural World Electives  GBST African Studies Electives  PHLH Biomedical Determinants of Health

Fall 2023
LEC Section: 01  MWF 10:00 am - 10:50 am  Joan Edwards
ENVI 202 (S) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ARTS 222

Secondary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détourment), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

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

Materials/Lab Fee: $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

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

ENVI 202(D1) ARTS 222(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

STU Section: 01 T 9:55 am - 12:35 pm Giuseppina Forte

ENVI 204 (F) Colonialism, Capitalism and Climate Crisis (DPE)

Cross-listings: GBST 233 / AFR 233

Secondary Cross-listing

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

Requirements/Evaluation: 'Colonialism and my community' writing/poster assignment (5 pages) 20%; Either a video essay on a 'green' technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an
emerging ‘green’ technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over enrolled preference goes to Africana Studies and then Environmental Studies students.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 233(D2) AFR 233(D2) ENVI 204(D2)

Difference, Power, and Equity Notes: The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

Attributes: AFR Black Landscapes  AFR Core Electives  ENVI Humanities, Arts + Social Science Electives

Fall 2023

LEC Section: 01  Cancelled

ENVI 208  (F) Saharan Imaginations  (DPE) (WS)

Cross-listings: ARAB 209 / COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts’ fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: 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.

Attributes: ENVI Humanities, Arts + Social Science Electives
ENVI 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: AFR 231 / STS 231

Primary Cross-listing

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

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 231(D2) ENVI 231(D2) STS 231(D2)

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

Attributes: AFR Black Landscapes  ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  GBST Economic Development Studies Electives

Spring 2024

ENVI 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 / STS 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.
Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition,Food Security+Environmental Health

Spring 2024
TUT Section: T1 TBA Kim Gutschow

ENVI 257 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: AMST 247 / LATS 230

Secondary Cross-listing

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

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

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

Prerequisites: None

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.
ENVI 260 (S) Design and Environmental Justice  (DPE)

Cross-listings: ARTS 261

Primary Cross-listing

This seminar/digital art studio offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment as disputed terrain between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will develop textual/graphic projects about a chosen case study aiming to reorient public perception and imagination around environmental justice. Case studies include contemporary issues like "natural" disasters, eco-cities, and urbanization in the Global South and North. Skills taught include design-thinking and collaborative design, digital art (Photoshop), and participation in collective reviews and public presentations. The class culminates in a presentation to external reviewers and a final exhibition.

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project).

Requirements/Evaluation: Active presence in class discussions and presentations, quality of work, depth and quality of the investigative process, willingness to experiment, and contributions to a collaborative learning environment. This intensive seminar/digital art studio requires working in the architecture studio and/or PC lab outside of scheduled class hours.

Prerequisites: Drawing I, ENVI 101, or permission from the instructor.

Enrollment Limit: 15

Enrollment Preferences: Envi majors and concentrators, Studio Art majors, Art History and Studio Art majors

Expected Class Size: 12

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

Materials/Lab Fee: $300-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 260(D2) ARTS 261(D1)

Difference, Power, and Equity Notes: This seminar/digital art studio examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

ENVI 275 (S) Environmental Science, Policy, and Justice  (DPE)

Cross-listings: STS 275

Primary Cross-listing

Environmental science is much more than collecting data. Scientific experts are often called upon—and often position themselves—to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified "scientific method," and we will think about how Western scientific knowledge relates to other ways of
knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

Requirements/Evaluation: several short essays, final essay

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

STS 275(D2) ENVI 275(D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Laura J. Martin

ENVI 310 (F) Design for the Pluriverse: Architecture, Urban Design, and Difference (DPE)

Cross-listings: ARTS 314

Secondary Cross-listing

The built environment has a critical role in shaping how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and change processes. This studio tutorial investigates the role of different environments in supporting or preventing specific spatial practices and ensuring spatial justice. Using approaches from activist design, students will work in pairs to re-imagine spaces where different ways of being in the world can thrive and coexist—the pluriverse. Students will use a media they master to investigate a theme connecting design, the built environment (architecture and urbanism), and spatial justice.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 300-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), creative writing (image-text booklets), digital humanities (cartographies, countermapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: 200-level course on students’ medium of choice (for the final project) or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

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

Materials/Lab Fee: $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

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

ARTS 314(D1) ENVI 310(D1)

Difference, Power, and Equity Notes: "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Attributes: ENVI Humanities, Arts + Social Science Electives
ENVI 311  (S)  Environmental Literature and Film in Latin America  (DPE) (WS)

Cross-listings:  COMP 311 / RLSP 304

Secondary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation:  This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites:  One college literature of film course at the 200-level or above.

Enrollment Limit:  19

Enrollment Preferences:  Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size:  12

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

Distributions:  (D1)  (DPE) (WS)

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

COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes:  All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes:  The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes:  ENVI Humanities, Arts + Social Science Electives
Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories—mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2023
SEM Section: 01    TR 8:30 am - 9:45 am     Giuseppina Forte

ENVI 335  (F)  The Nile  (DPE)

Cross-listings: AFR 350 / HIST 308 / GBST 320 / ARAB 308

Secondary Cross-listing
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

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

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

Difference, Power, and Equity Notes: 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.

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

Fall 2023
SEM Section: 01    TR 11:20 am - 12:35 pm     Magnús T. Bernhardsson
Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

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

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

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

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

ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2023

SEM Section: 01   F 9:00 am - 12:00 pm   Catherine Robinson Hall

Spring 2024

SEM Section: 01   F 9:00 am - 12:00 pm   Catherine Robinson Hall

Economically challenged communities and communities of color are disproportionately affected by environmental contamination and disturbance. Although environmental racism caused by industrial pollution has been made clear in scholarship for some time, the integrated stresses of climate change and industrial contamination are now triggering new challenges to life in underprivileged communities. Resolving environmental injustice will require meaningful engagement from scientists across a range of disciplines, from chemistry and the geosciences to ecology and public health. In this senior seminar, you will learn about the history of the environmental justice movement while examining how science has been used to address cases of environmental contamination and mismanagement. You can expect experiences in field data collection, laboratory analyses, and numerical
modeling, skills that are required to assist communities suffering from environmental injustice. And we will work in partnership with residents of Tallevast, Florida, who have long suffered from the impacts of groundwater contamination and governmental neglect. This partnership will involve a residential field trip to Tallevast during spring break, where you will undertake an environmental study in support of the community.

**Class Format:** Weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field trip.

**Requirements/Evaluation:** weekly lab exercises and seminar presentations; a research project; a final presentation; and a spring break field trip

**Prerequisites:** At least one 200-level Division III course and at least one 300-level Geosciences or Environmental Studies course or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Fourth year, and then third year, Geosciences majors and Environmental Studies majors or concentrators

**Expected Class Size:** 12

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

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build and extend knowledge and skills that students have developed during previous courses in either the Geosciences or Environmental Studies majors.

**Materials/Lab Fee:** The spring break field trip is being funded by the Freeman Foote Field Trip Fund for the Sciences.

**Distributions:** (D3) (DPE)

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

ENVI 470(D3) GEOS 470(D3)

**Difference, Power, and Equity Notes:** The course will examine the history of the environmental justice movement, unraveling the roles of governmental neglect and complicity in fostering the harm of vulnerable communities. We will review strategies of collective action in fighting climate and environmental injustice and the complicated role that scientists have played in this pursuit. We will then leverage scientific skills and perspectives to imagine ways that scientists can become responsible agents of change.

**Attributes:** GEOS Group B Electives - Sediments + Life

Spring 2024

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

**GBST 102 (F) The Modern Middle East** (DPE)

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

**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and national 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.

**Requirements/Evaluation:** participation, online responses, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 30-40

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

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

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

HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

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

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

Fall 2023
LEC Section: 01   MW 11:00 am - 12:15 pm   Magnús T. Bernhardsson

GBST 105  (F)  Islamophobia: A Global Perspective  (DPE)

Cross-listings:  PSCI 173 / REL 107

Primary Cross-listing

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation:  Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

Prerequisites:  no

Enrollment Limit: 35

Enrollment Preferences:  freshmen and concentrations

Expected Class Size: 30

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

Distributions:  (D2)  (DPE)

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

PSCI 173(D2)  REL 107(D2)  GBST 105(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

Attributes:  GBST Borders, Exiles + Diaspora Studies Electives

Fall 2023
LEC Section: 01   M 7:00 pm - 9:40 pm   Farid Hafez

GBST 151  (F)  Global Questions, Global Frameworks  (DPE)

In this foundational course in the Global Scholars Program, students will be introduced to an interdisciplinary approach to exploring critical global...
issues. Students will engage with new frameworks and concepts to consider global processes and examine the complexities of the changing and increasingly interconnected world. The first part of the course will explore critical topics in Global Studies and grapple with influential theories on global trends and experiences. The second part will be focused on a particular country and city and how some of the major global trends impact the reality of life in that area. One purpose of this module is to prepare students for their Winter Study trip to that region and engage in research related to their academic interests. Only students admitted to the Global Scholars Program will be able to register for this course.

**Class Format:** Discussion-based class

**Requirements/Evaluation:** Participation in class discussions, reading course materials, engaging with our speakers, two 5pp. papers and a final project.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Global Scholars Program Fellows

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** Taking an interdisciplinary approach to exploring critical global issues, students will grapple with difference, power and equity in a global context particularly by being introduced to some of the leading theories of global experiences as well as how these issue impact particular communities around the world. One purpose of this course is to enable students to become better equipped to conduct research on pressing issues around the world and to be more responsible global citizens.

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** PSCI 220 / ASIA 208 / ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

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

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

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

PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.
GBST 214 (F) Asian/American Identities in Motion (DPE)

Cross-listings: THEA 216 / DANC 216 / ASIA 216 / AAS 216 / AMST 213

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2023

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

GBST 218 (F) Capital and Coercion (DPE)

Cross-listings: ECON 218

Secondary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

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

Expected Class Size: 15
Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies Electives POEC Depth

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ashok S. Rai

GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 / ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

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

Distributions: (D2) (DPE) (WS)

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

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem
GBST 226  (F)  The Working Globe: North and South Workers in Globalized Production  (DPE)

Cross-listings:  SOC 226

Secondary Cross-listing

The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation:  Class participation; 1-2 group presentations; 1 final paper

Prerequisites:  None, open to all students

Enrollment Limit:  20

Enrollment Preferences:  Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size:  20

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

Distributions:  (D2)  (DPE)

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

GBST 226(D2)  SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Fall 2023

SEM Section: 01  MWF 10:00 am - 10:50 am  Bhumika Chauhan

GBST 233  (F)  Colonialism, Capitalism and Climate Crisis  (DPE)

Cross-listings:  AFR 233 / ENVI 204

Secondary Cross-listing

Evolution is part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

Requirements/Evaluation:  'Colonialism and my community' writing/ poster assignment (5 pages) 20%; Either a video essay on a 'green' technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an emerging ‘green’ technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

Prerequisites:  None

Enrollment Limit:  15
Enrollment Preferences: If over enrolled preference goes to Africana Studies and then Environmental Studies students.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

GBST 233(D2) AFR 233(D2) ENVI 204(D2)

Difference, Power, and Equity Notes: The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

Attributes: AFR Black Landscapes  AFR Core Electives  ENVI Humanities, Arts + Social Science Electives

Fall 2023

LEC Section: 01 Cancelled

GBST 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures  (DPE)

Cross-listings: AFR 306 / RLFR 320 / COMP 310

Secondary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

GBST 306(D2) AFR 306(D2) RLFR 320(D1) COMP 310(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm  Preea Leelah

GBST 320 (F) The Nile  (DPE)

Cross-listings: ENVI 335 / AFR 350 / HIST 308 / ARAB 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

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

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENVI 335 (D2) AFR 350 (D2) HIST 308 (D2) GBST 320 (D2) ARAB 308 (D2)

Difference, Power, and Equity Notes: 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.

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

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson

GBST 335 (F) Nowheres (DPE)

Cross-listings: SOC 335

Secondary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is “itself as an institution, an exclusive club of countries” that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating “nowheres,” we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for “nowheres” looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a “nowhere” of students’ choosing

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

GBST 335 (D2) SOC 335 (D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the
criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2023

SEM Section: 01  MR 1:10 pm - 2:25 pm  Phi H. Su

GBST 344  (F)  Capitalism and Racism in the American Context and Beyond: A Global Approach  (DPE)

Cross-listings:  AFR 353 / AMST 345

Secondary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory" (Deleuze, Foucault, etc.), US Black tradition (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation:  Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites:  None

Enrollment Limit:  20

Enrollment Preferences:  American Studies majors and seniors

Expected Class Size:  20

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

Distributions:  (D2)  (DPE)

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

AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes:  This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes:  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives  AMST pre-1900 Requirement
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 war Russia is currently waging on Ukraine, 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, 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.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

GBST 348(D2) SOC 348(D2) RUSS 348(D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. 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.

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2024

TUT Section: T1 TBA Olga Shevchenko

Economically challenged communities and communities of color are disproportionately affected by environmental contamination and disturbance. Although environmental racism caused by industrial pollution has been made clear in scholarship for some time, the integrated stresses of climate change and industrial contamination are now triggering new challenges to life in underprivileged communities. Resolving environmental injustice will require meaningful engagement from scientists across a range of disciplines, from chemistry and the geosciences to ecology and public health. In this senior seminar, you will learn about the history of the environmental justice movement while examining how science has been used to address cases of environmental contamination and mismanagement. You can expect experiences in field data collection, laboratory analyses, and numerical modeling, skills that are required to assist communities suffering from environmental injustice. And we will work in partnership with residents of Tallevast, Florida, who have long suffered from the impacts of groundwater contamination and governmental neglect. This partnership will involve a residential field trip to Tallevast during spring break, where you will undertake an environmental study in support of the community.

Class Format: Weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field trip.

Requirements/Evaluation: weekly lab exercises and seminar presentations; a research project; a final presentation; and a spring break field trip
Prerequisites: At least one 200-level Division III course and at least one 300-level Geosciences or Environmental Studies course or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Fourth year, and then third year, Geosciences majors and Environmental Studies majors or concentrators

Expected Class Size: 12

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

Unit Notes: As a 400-level seminar, this capstone course is intended to build and extend knowledge and skills that students have developed during previous courses in either the Geosciences or Environmental Studies majors.

Materials/Lab Fee: The spring break field trip is being funded by the Freeman Foote Field Trip Fund for the Sciences.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 470(D3) GEOS 470(D3)

Difference, Power, and Equity Notes: The course will examine the history of the environmental justice movement, unraveling the roles of governmental neglect and complicity in fostering the harm of vulnerable communities. We will review strategies of collective action in fighting climate and environmental injustice and the complicated role that scientists have played in this pursuit. We will then leverage scientific skills and perspectives to imagine ways that scientists can become responsible agents of change.

Attributes: GEOS Group B Electives - Sediments + Life

Spring 2024
LEC Section: 01 Cancelled
LAB Section: 02 Cancelled

GERM 234 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: AFR 236 / COMP 238

Primary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 234(D1) AFR 236(D2) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the
students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

HIST 116  (S)  Understanding 9/11 and the War in Iraq  (DPE) (WS)
Cross-listings:  ARAB 211
Primary Cross-listing
What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation:  Several short papers and a final oral history.
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences:  First-years and sophomores.
Expected Class Size:  19
Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 211(D2) HIST 116(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

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

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

Spring 2024
LEC Section: 01 MWF 11:00 am - 12:15 pm Magnús T. Bernhardsson

HIST 128  (F)  Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany  (DPE) (WS)
The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.
Requirements/Evaluation: Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

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: 19

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

Difference, Power, and Equity Notes: This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Charlotte A. Kiechel

HIST 163 (S) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

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

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

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

Spring 2024

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

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

Cross-listings: LEAD 207 / ARAB 207 / GBST 102 / JWST 217 / REL 239

Primary Cross-listing

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

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

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

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

Fall 2023

LEC Section: 01   MW 11:00 am - 12:15 pm   Magnús T. Bernhardsson

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

Cross-listings: AMST 254 / LEAD 254

Primary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

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

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2023

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

HIST 276 (S) Stockbridge-Munsee Mohican Community Histories, Presents, and Futures (DPE)

The ancestral and continuing homelands of the Stockbridge-Munsee Mohican Community (SMC) are where Williams College is located, a fact that the institution formally recognized in Fall 2021 through a land acknowledgment. This was one step toward building more meaningful relations between the College and the sovereign tribal nation, which has been displaced through violent, painful processes directly shaped by the Williams family, while also maintaining enduring relations with these homelands. This course addresses needs to continue work of learning and repair by "educating beyond the land acknowledgment." It centers SMC experiences, knowledge, and goals, and provides space for students to work on projects directly meaningful for the community, including the Tribal Historic Preservation Office (THPO) that is based locally through an official partnership with the college. It will have strong collaborative and experiential components, plus ethical commitments to highlighting the tribal nation's active forms of stewardship, knowledge-keeping, and intellectual as well as political sovereignty. The exact shape of the syllabus and projects will be determined in close conversation and collaboration with the Stockbridge-Munsee Community. Depending on goals/interests, potential areas of focus might include SMC homelands; archaeological research and its importance for place-stewardship; political sovereignty, governance, and leadership; histories and impacts of European colonialism among SMC people; SMC traditions of diplomacy and peacemaking; strategic uses of archives and documents in protecting community wellbeing and resisting dispossession; the "Many Trails" of forced removal westward; establishment of the SMC in Menominee homelands; 20th and 21st-century experiences, knowledge-keeping, and continuing connections with eastern homelands; repatriation of ancestors and belongings; language revitalization, Land Back, education, and economic sovereignty; and other topics.
Class Format: The class will use Zoom/videoconferencing to connect with Stockbridge-Munsee Community members and engage in shared learning. Class trips to significant locations to learn in place may be coordinated. The class will meet each Wednesday evening 7-9:40 p.m. for seminar discussion. In addition, the Wednesday 1-2 pm time (required, called "lab" in the course catalog) will be for meetings with collaborators in libraries/archives/museums or other relevant sites and project work.

Requirements/Evaluation: The focus of this seminar is experiential, collaborative, and community-based learning and student service project work. Seminar meetings will include discussion of readings/multimedia (especially works produced by SMC members), and meetings and dialogues with community members (in person or virtually as schedules and COVID permits). Class members’ active, engaged participation in trips to area places of significance will be essential components as well. In small groups class members will work on projects of significance for the SMC, and may share out their work at the end of the term in multiple forms.

Prerequisites: Open to all students. If the course over-enrolls, students may be asked to share a brief statement of interest.

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is a collaboration with the Stockbridge-Munsee Mohican Community that foregrounds community knowledge, projects, and goals. It offers students grounding in topics and methods specific to the SMC as well as in Native American and Indigenous Studies. It also presents critical perspectives on settler colonialism and its historical as well as ongoing impacts.

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

Spring 2024

SEM Section: 01  W 7:00 pm - 9:40 pm  Christine DeLucia
LAB Section: 02  W 1:00 pm - 2:00 pm  Christine DeLucia

HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: LATS 286

Secondary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico’s territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers’ and the U.S. government’s recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format.

Requirements/Evaluation: Class participation, short 1-2 page writing assignments, two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 286(D2) LATS 286(D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor
recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas’ and Latinos’ lived experiences in the United States, as well as on Latina/o/x strategies of community building and political activism.

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

Fall 2023
SEM Section: 01    TR 8:30 am - 9:45 am    Carmen T. Whalen

HIST 308  (F)  The Nile (DPE)
Cross-listings: ENVI 335 / AFR 350 / GBST 320 / ARAB 308
Primary Cross-listing
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity’s most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)
Difference, Power, and Equity Notes: 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.
Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2023
SEM Section: 01    TR 11:20 am - 12:35 pm    Magnús T. Bernhardsson

HIST 319  (F)  Gender and the Family in Chinese History (DPE)
Cross-listings: ASIA 319 / WGSS 319
Primary Cross-listing
Although sometimes claimed as part of a set of immutable “Asian values,” the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of “family” to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of “heterodox” practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7
leading toward a final paper (10-15 pages).

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History and WGSS majors; Asian Studies concentrators.

**Expected Class Size:** 12

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

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

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

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives  HIST Group B Electives - Asia HIST Group P Electives - Premodern  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2023
SEM Section: 01   TR 8:30 am - 9:45 am   Anne Reinhardt

---

**HIST 340 (F) Anticolonial Europe: A History of Transnational Solidarity** (DPE)

This seminar examines the history and paradoxes of European anticolonialism from the turn of the twentieth century to the 1970s. By following the anticolonial networks that developed in four European cities -- Paris, London, Berlin, and Moscow, it interrogates how political activists -- from both the Global South and North -- collaborated to establish a more racially egalitarian world order. It evaluates how events such as the First World War and the formation of the UN transformed their collective political projects. Finally, it investigates the multiple intellectual and political traditions which activists drew upon to contest Europe's racialized hegemony. Students can expect to gain an introduction to the 20th century's European-based anticolonial movements, as well as methods of transnational and global history.

**Requirements/Evaluation:** Class participation, one 5-7-page historiographical essay, and one 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 25

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

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

**Difference, Power, and Equity Notes:** This course investigates the legacies of Europe's racialized hegemony. Students learn about how anticolonial activists in the twentieth century navigated questions of class, race, and national identity. Additionally, they learn how historians have used different historical methodologies to write the history of anticolonialism more inclusively.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2023
LEC Section: 01   W 1:10 pm - 3:50 pm   Charlotte A. Kiechel

---

**HIST 342 (S) At the Crossroads of Race and Nation: Borders and Frontiers in Latin America and the Caribbean** (DPE)

When we think about the politics of borders and migration, we usually imagine the contentious U.S.-Mexico border. Seldom do we care to think about the numerous borders across Latin America and the Caribbean that are currently at the heart of our present refugee and migrant crises. This course will examine the history of borders and frontiers in Latin America and the Caribbean and how they were pivotal to Latin American racial and state formations and nation-building processes. This course will consider how borders and frontiers, as both a geographical demarcation and an imaginative conceptualization of difference, created overlapping and competing visions of race, racism, identity, belonging, and social marginalization. Beginning with the tumultuous Latin American independence movements of the nineteenth century and ending with Latin America in the twenty-first century, we will analyze the different creation of borders and frontiers to make sense of today's migration and border control crises. This course will give particular
attention to the themes of racial stratification, authoritarianism, nationalism, imperialism, and citizenship.

**Requirements/Evaluation:** Class participation, two short (3-4 page) papers, and a final (10-12 page) paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Preference to History majors and LATS concentrators

**Expected Class Size:** 15-20

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

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

**Difference, Power, and Equity Notes:** This course centers on how categories of racial, cultural, linguistic, and phenotypical differences commanded modern projects of state formation and nation-building. Through readings, class discussions, and writing assignments, we reflect on how Latin American subjects living through the constructions of borders and frontiers negotiated categories of difference. Special attention will be paid to how anti-slavery, working-class rights and anti-racism approached the question of difference.

**Attributes:** HIST Group D Electives - Latin America + Caribbean

Spring 2024

LEC Section: 01    TR 11:20 am - 12:35 pm     Rene R. Cordero

**HIST 352  (F)(S)  American Maritime History  (DPE) (WS)**

**Cross-listings:** MAST 352

**Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

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

**Unit Notes:** Offered only at Mystic Seaport

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

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

HIST 352(D2) MAST 352(D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern
HIST 361  (S)  The Atlantic World: Connections, Crossings, and Confluences  (DPE)

Cross-listings:  AMST 360

Primary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared or competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" history through a transnational and transoceanic lens. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it traces pathways for recasting the nature and meanings of these connected spaces and histories. In addition, the course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

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

Prerequisites: none

Enrollment Limit:  15

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions:  (D2)  (DPE)

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

AMST 360(D2) HIST 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in recovering and interpreting them.

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

Spring 2024

SEM Section: 01  Cancelled

HIST 430  (S)  Postcolonial Reparations: Trauma, History, and Memory after European Imperialism  (DPE) (WS)

Cross-listings:  JWST 430

Primary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims
Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE) (WS)

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

HIST 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2024

SEM Section: 01  W 1:10 pm - 3:50 pm  Charlotte A. Kiechel

HIST 455  (F) Material Cultures in North American History  (DPE)

Cross-listings: AMST 455

Primary Cross-listing

Material culture studies consider the dynamic relationships that people develop with the physical world. Tangible items like clothing, furniture, tools, and the built environment are all shaped by communities' identities, aspirations, resources, struggles, and forms of power. This course approaches North American histories through the lens of materiality, and examines how interdisciplinary methodologies can illuminate multiple or alternate understandings of the past--and its continuing impacts in the twenty-first century. While many historians emphasize written archives and documents as primary sources, scholars and practitioners of material culture studies center everyday as well as exceptional material items that communities have produced and interacted with over many generations. Equally important are the afterlives of these items. At different turns, and across time, social groups have cherished certain belongings; contested, rejected, or remade them; ascribed and activated meanings that may be very different from what the original makers conceived. These continuing transits compel reckoning with major issues of justice, rights, restitution, and sovereignty. The course traces key theories, ethics, and practices of caretaking, preservation, repatriation, curation, creative re-making, and digitization. Members will participate in a series of visits to area museums, collections, and meaningful places to deepen skills of critical analysis. The scope of the course is North American and at times transoceanic. It also includes substantial focus on our location in the Northeast and local formations of materiality and memory, as well as topics in Native American and Indigenous Studies, settler colonialism, and decolonizing approaches. Class members will build familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the communities who engage with them.

Requirements/Evaluation: Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

Prerequisites: Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, junior and senior History and American Studies majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 455(D2) AMST 455(D2)

Difference, Power, and Equity Notes: This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

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

Fall 2023
SEM Section: 01 W 1:10 pm - 3:50 pm Christine DeLucia

HIST 492 (S) Making Race in Early Modern Europe (DPE)
In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will afford a comparative perspective on contemporary views of races and racism.

Requirements/Evaluation: Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).
Prerequisites: 200- or 300-level History classes
Enrollment Limit: 10
Enrollment Preferences: Junior and seniors; History majors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

Attributes: HIST Group P Electives - Premodern

Spring 2024
TUT Section: T1 TBA Alexander Bevilacqua

JWST 217 (F) The Modern Middle East (DPE)
Cross-listings: HIST 207 / LEAD 207 / ARAB 207 / GBST 102 / REL 239
Secondary Cross-listing
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states
and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

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

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

Fall 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Magnús T. Bernhardsson

JWST 249 (S) Anti-Semitism (DPE)

Cross-listings: REL 249

Secondary Cross-listing

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?

Requirements/Evaluation: Three 5-7 page papers, class participation

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.
JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 / REL 268 / COMP 363

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Attributes: JWST Core Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)

Cross-listings: HIST 430

Secondary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of
colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: History majors, seniors, and then juniors
Expected Class Size: 10-15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2024
SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

LATS 115 (F) Latina Feminist Spiritualities (DPE) (WS)
Cross-listings: REL 115 / WGSS 115

Primary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions” as integral to their activism and commitments. Some Latine feminists turned to “spiritual” traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumi and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latin backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 115(D2) REL 115(D2) WGSS 115(D2)
**Writing Skills Notes:** Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

**Difference, Power, and Equity Notes:** This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

**Attributes:** LATS Core Electives

---

**Fall 2023**

**TUT Section:** T1 Cancelled

---

**LATS 230  (S) Cities, Suburbs, and Rural Places  (DPE)**

**Cross-listings:** ENVI 257 / AMST 247

**Primary Cross-listing**

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

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

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

**Prerequisites:** None

**Enrollment Limit:** 25

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

**Expected Class Size:** 20

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

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

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

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

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

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

---

**Spring 2024**

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

---

**LATS 254  (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability  (DPE)**

**Cross-listings:** AAS 253 / AMST 253

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

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

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

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

Fall 2023

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

LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: HIST 286

Primary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico’s territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers’ and the U.S. government’s recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format.

Requirements/Evaluation: Class participation, short 1-2 page writing assignments, two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 25
LATS 341 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / THEA 341 / WGSS 347 / SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

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

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2023

SEM Section: 01 Cancelled
"marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability into media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

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

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Spring 2024

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

**LEAD 205** (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

**Cross-listings:** PSCI 212

**Primary Cross-listing**

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? Have there been 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?

**Requirements/Evaluation:** bi-weekly short writing assignments, term paper, midterm and final in-class exams

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 25

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

**Distributions:** (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 205(D2) PSCI 212(D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2024
LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

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

Cross-listings: HIST 207 / ARAB 207 / GBST 102 / JWST 217 / REL 239

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

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

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

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

Fall 2023
LEC Section: 01 MW 11:00 am - 12:15 pm Magnús T. Bernhardsson

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

Cross-listings: HIST 254 / AMST 254

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

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

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

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

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2023
LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

MAST 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: ENGL 231

Primary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A
Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

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

MAST 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2023

SEM Section: 01    MW 10:30 am - 11:45 am    Ned G. Schaumberg

Spring 2024

SEM Section: 01    MW 10:30 am - 11:45 am    Ned G. Schaumberg

MAST 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / PSCI 319

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

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

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

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

ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.
Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy  EXPE Experiential Education Courses  POEC Depth

Fall 2023
SEM Section: 01    F 9:00 am - 12:00 pm    Catherine Robinson Hall

Spring 2024
SEM Section: 01    F 9:00 am - 12:00 pm    Catherine Robinson Hall

MAST 352 (F)(S) American Maritime History (DPE) (WS)
Cross-listings: HIST 352

Primary Cross-listing
This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars
Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project
Prerequisites: None
Enrollment Limit: 27
Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors
Expected Class Size: 22
Grading: no pass/fail option, no fifth course option
Unit Notes: Offered only at Mystic Seaport
Distributions: (D2)  (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
MAST 352(D2)  HIST 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern

Fall 2023
SEM Section: 01    MW 9:00 am - 10:15 am    Sofia E. Zepeda

Spring 2024
SEM Section: 01    MW 9:00 am - 10:15 am    Sofia E. Zepeda

MUS 111 (F) Music in Global Circulation (DPE)
This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: “throat singing” genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

Requirements/Evaluation: class attendance and participation, regular short assignments/study questions, three 5-7 page written assignments, and an 8-10 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Music, upperclassmen.

Expected Class Size: 20

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/Ethnomusicology

Fall 2023

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

MUS 133 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries—from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations—and consequently over their music. From there, we will investigate some of the musical developments and repertories that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire—and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries
MUS 150 (S) The Broadway Musical (DPE)

Cross-listings: THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, Tesori, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Seniors and Juniors and music majors.

Expected Class Size: 30

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 150(D1) MUS 150(D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

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

Cross-listings: WGSS 177

Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways that ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 20

Enrollment Preferences: WGSS and MUSC majors/prospective majors
**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as "natural," and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

---

**Expected Class Size:** 20

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

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

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

WGSS 177(D2) MUS 177(D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

---

**MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance**  (DPE) (WS)

**Cross-listings:** ARAB 214 / COMP 270

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

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

**Expected Class Size:** 10

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

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

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

ARAB 214(D1) MUS 214(D1) COMP 270(D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

---

**Spring 2024**

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

**MUS 217 (F) Hip Hop Culture**  (DPE) (WS)

**Cross-listings:** AFR 222 / AMST 222 / ENGL 221

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

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

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

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

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

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

Fall 2023

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

MUS 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: DANC 323 / THEA 321

Primary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.
Requirements/Evaluation: Four case study profiles, midterm essay (5-7 pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 323(D1) THEA 321(D1) MUS 323(D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

Attributes: MUS World Music/Ethnomusicology

Spring 2024
SEM Section: 01 MW 7:00 pm - 8:15 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.

Requirements/Evaluation: a sequence of three assignments (a report, an infographic and a presentation) that focuses on a particular public health problem, peer reviews and active contribution to class discussion

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 14

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

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2024
SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron
SEM Section: 02 W 1:10 pm - 3:50 pm Marion Min-Barron

PHLH 270 (S) Healthcare Workers (DPE)

Health care is the largest industry in the US, employing more than one of every 10 private-sector workers. Jobs in the industry, ranging from subcontracted hospital cleaners to university-affiliated specialist surgeons, reflect and reproduce the kind of inequality we see elsewhere in the
We will start with an historical perspective, using sources like Patricia D'Antonio's *American Nursing: a History of Knowledge, Authority, and the Meaning of Work*, Gretchen Long's *Doctoring Freedom: The Politics of African American Medical Care in Slavery and Emancipation*, and *The Next Shift* by Gabriel Winant, to understand the development of the modern health care industry in the US, its relationship to the process of deindustrialization in cities like Pittsburgh, PA and the shifting racial and gendered character of the paid labor force. From that framing we will investigate the present. What are working conditions like in each sector, what kind of organizing is there, and how do workers interact across sectors? We will spend some time on Marxist feminist theories of care work and how they relate to this industry. Students will be invited to think about themselves as possible future health care workers, and how they might want to interact with the history of the industry, and the low paid, racialized, gendered sector of care workers that health care depends upon. We will have several guest speakers with expertise on the local health care economy, and spend some time learning about comparative experiences in other countries, including colonial experiences with nursing.

**Requirements/Evaluation:** Assignments will include a short paper and a longer research project. Participation in discussion will form part of the grade.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** public health concentrators

**Expected Class Size:** 20

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

**Distributions:** No divisional credit (DPE)

**Difference, Power, and Equity Notes:** The class asks students to reflect critically on power differences within the health care industry and their shifting relation to race, class, gender and colonial history.

**Attributes:** PHLH Social Determinants of Health

---

**PHLH 351 (F) Racism in Public Health (DPE)**

**Cross-listings:** AAS 351

**Primary Cross-listing**

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

**Requirements/Evaluation:** bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

**Prerequisites:** PHLH 201 or instructor approval.

**Enrollment Limit:** 10

**Enrollment Preferences:** 1-Public Health concentrators. 2- Asian American Studies concentrators.

**Expected Class Size:** 10

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

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

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

AAS 351(D2) PHLH 351(D2)
**Difference, Power, and Equity Notes:** In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

**Attributes:** AAS Non-Core Electives  PHLH Social Determinants of Health

---

**Fall 2023**

**TUT Section:** T1  TBA  Marion Min-Barron

**PSCI 173 (F) Islamophobia: A Global Perspective (DPE)**

**Cross-listings:** REL 107 / GBST 105

**Secondary Cross-listing**

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

**Prerequisites:** no

**Enrollment Limit:** 35

**Enrollment Preferences:** freshmen and concentrations

**Expected Class Size:** 30

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

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

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

PSCI 173(D2) REL 107(D2) GBST 105(D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

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

---

**Fall 2023**

**LEC Section:** 01  M 7:00 pm - 9:40 pm  Farid Hafez

**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?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

LEAD 205(D2) PSCI 212(D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2024
LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

PSCI 220 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: ASIA 208 / GBST 208 / ANTH 208

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerrilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20
Grading:  no pass/fail option, no fifth course option

Distributions:  (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 220(D2)  ASIA 208(D2)  GBST 208(D2)  ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023
SEM Section: 01   MWF 10:00 am - 10:50 am   David B. Edwards

PSCI 236  (S)  Feminist Legal Theory  (DPE) 

Cross-listings:  WGSS 236

Primary Cross-listing

What can a critical analysis of gender and sexuality bring to the study of law, constitutions, legal interpretation, and the task of judging? Well-known contributions by feminist theorists include the conceptualization and critique of anti-discrimination frameworks, the legal analysis of intersecting systems of social subordination (particularly gender, race, class, sexuality, disability), and the theorization of "new" categories of rights (e.g. sexuate rights). Accompanying these interventions in the legal field is a deep and sustained inquiry into the subject of law: Who can appear before the law as the proper bearer of civil and human rights? What kinds of violations and deprivations can be recognized as harms in need of redress? Who gets to make these judgments, and according to what rules? While our examples will be drawn mainly from family law, the regulation of sex/reproduction, and workplace discrimination, the main task of this course will be to deepen our understanding of how the subject of law is constituted. Illustrative cases to aid our inquiry will be drawn primarily from the USA and Canada, with additional examples from India, South Africa, and possibly European law. Theorists we read will represent many kinds of feminist work that intersect with the legal field, including academic studies in political theory, philosophy, and cultural theory, along with contributions from community organizers engaged in anti-violence work and social justice advocacy.

Requirements/Evaluation:  One oral presentation; three 6-8 page papers; regular class participation.

Prerequisites:  None.

Enrollment Limit:  25

Enrollment Preferences:  Preference will be given to PSCI and WGSS majors and JLST concentrators.

Expected Class Size:  25

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

Distributions:  (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 236(D2)  PSCI 236(D2)

Difference, Power, and Equity Notes: The course analyzes the relationship between the legal system and social distributions of power, focusing on the way that inequalities based on gender, race, class and other forms of social stratification either enhance or limit individuals' access to legal protection and legal remedies.

Attributes:  JLST Interdepartmental Electives  PSCI Political Theory Courses

Spring 2024
SEM Section: 01   TF 2:35 pm - 3:50 pm   Nimu Njoya

PSCI 249  (S)  Black and Brown Jacobins  (DPE) (WS) 

Cross-listings:  AMST 218

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

PSCI 249(D2) AMST 218(D2)

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

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

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

Spring 2024

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

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / MAST 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option
Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2023
SEM Section: 01    F 9:00 am - 12:00 pm    Catherine Robinson Hall

Spring 2024
SEM Section: 01    F 9:00 am - 12:00 pm    Catherine Robinson Hall

PSCI 332 (S) The Body as Property (DPE)
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).

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a 2-3-page final reflection essay.

Prerequisites: prior coursework in political theory, cultural theory, philosophy, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors (priority given to those concentrating in Political Theory ); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).

Expected Class Size: 10

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Attributes: JLST Interdepartmental Electives PSCI Political Theory Courses

Spring 2024
TUT Section: T1    TBA    Nimu Njoya

PSCI 349 (S) Cuba and the United States (DPE) (WS)
We examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. The course begins with the political economy of the colony, then covers the Cuba-US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual identity; the institutions of "popular power"; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: any course on Latin America or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, the professor meets with them individually to discuss the composition and presentation of each genre. For the final class, students write a one-page paper in E’ (E-prime), English without the verb "to be."

Difference, Power, and Equity Notes: Among other topics, the course describes an independence war fought by insurgents dedicated to color-blind citizenship (even as the "civilized world" embraced scientific racism); neo-colonialism under the Platt Amendment and after; race and the Revolution; gender and the changing treatment of sexual identity under the Revolution; and the categorical power differences that arise when only one political party is permitted to organize.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Spring 2024

TUT Section: T1    TBA    James E. Mahon

PSCI 423 (S) Senior Seminar: Humanitarianism (DPE)

Since the mid-1980s, humanitarianism has been one dominant attitude that powerful and privileged countries, organizations and people have adopted with regard to poverty or disaster elsewhere. Humanitarianism aims at rescue, striving to keep marginal people alive until some solution can be found. It aims not to address crises' causes nor to assist with solutions—which it considers political—just to keep human bodies alive. Critics contend that humanitarianism produces harm, provides structural incentives for people to do more or less than they need to, and deepens inequality between actors and targets. They contend that it legitimates a view of the status quo, in which such terrible things are bound to happen without real cause. This course confronts humanitarianism as an ideology through reading its defenders and critics, and as a political strategy assessing its usefulness, to whom.

Class Format: three students start class discussion every day; one reads a short (4-page) essay and two read shorter (two-page) essays

Requirements/Evaluation: three longer essays, six shorter essays, constructive participation

Prerequisites: PSCI 202 and at least one elective in international relations

Enrollment Limit: 16

Enrollment Preferences: Political science seniors then juniors; other seniors, then juniors

Expected Class Size: 16

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course asks students to investigate the way that assumptions about superiority, and "helping practices" adopting those assumptions, can either reinforce or undermine unequal social and political outcomes and categories. We evaluate liberal and postcolonial (structural violence) models of international aid.

Attributes: PSCI International Relations Courses
PSYC 406 (F) Are there any universal psychological phenomena? (DPE)

In this course, we will critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will: a) evaluate the ways in which unmeasured cultural variables may have influenced the findings of seminal research articles and psychological theories; b) identify new methodological approaches, concepts, and processes that are revealed when we centralize people and topics that have been excluded from the research literature; c) examine ways the field has contributed to structural oppression and inequities; and d) design studies that provide robust tests of universality, elucidate the limits of universality, and have implications for addressing inequities. This student-led course will allow students to identify topics of interest in multiple sub-disciplines of psychology, select empirical readings, and lead class discussion.

Requirements/Evaluation: Course requirements include reading empirical articles, participating in class discussions, selecting relevant topics and readings for class discussions, leading 2 class discussions, and writing three empirically-based papers (approximately 5 pages double-spaced).

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Senior psychology majors

Expected Class Size: 14

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

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: Students will address the question of whether there any universal psychological phenomena. To do so, students will use scientific reasoning and quantitative skills to critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will use an intersectional approach to understand the ways identity and systems shape psychological phenomena.

REL 107 (F) Islamophobia: A Global Perspective (DPE)

Cross-listings: PSCI 173 / GBST 105

Secondary Cross-listing

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.
Prerequisites: no
Enrollment Limit: 35
Enrollment Preferences: freshmen and concentrations
Expected Class Size: 30
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 173(D2) REL 107(D2) GBST 105(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the "Muslim problem" from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Fall 2023
LEC Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

REL 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: LATS 115 / WGSS 115

Secondary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 115(D2) REL 115(D2) WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives
Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States.

Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AAS 237(D2) AFR 237(D2) AMST 237(D2) REL 237(D2)
Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.
Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora
Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

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

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

Fall 2023
LEC Section: 01     MW 11:00 am - 12:15 pm     Magnús T. Bernhardsson

REL 249 (S) Anti-Semitism (DPE)

Cross-listings: JWST 249

Primary Cross-listing
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?

Requirements/Evaluation: Three 5-7 page papers, class participation

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Spring 2024
SEM Section: 01     Cancelled

REL 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: ASIA 258 / WGSS 225 / ANTH 258

Secondary Cross-listing
This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya—the Buddha's mother, who died shortly after delivering him; Pajapati—the Buddha's stepmother & aunt who raised him; and Yasodhara—him, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

**Requirements/Evaluation:** Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

**Prerequisites:** none, but a course in ANTH or REL is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, REL, WGSS majors and ASIA concentrators

**Expected Class Size:** 10

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

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

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

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

**Writing Skills Notes:** We write every week—either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weaknesses of individual student writing.

**Difference, Power, and Equity Notes:** We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

**REL 268 (S) Where are all the Jews?** (DPE) (WS)

**Cross-listings:** ARAB 363 / JWST 268 / COMP 363

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.
**Expected Class Size:** 14

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363(D1) JWST 268(D2) REL 268(D2) COMP 363(D1)

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

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

**Attributes:** JWST Core Electives

**Spring 2024**

**SEM Section:** 01  MR 2:35 pm - 3:50 pm  Brahim El Guabli

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** ASIA 269 / STS 269 / ANTH 269

**Primary Cross-listing**

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators—all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

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

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

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

**Fall 2023**

**TUT Section:** T1  TBA  Kim Gutschow
REL 295 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: CHIN 215 / ASIA 215

Secondary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as “Confucianism” addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the Analects (purported to record the words of Confucius himself), Mengzi (often romanized as “Mencius”), and Xunzi. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as “humaneness” (ren), “moral power” (de), and “ritual propriety” (li); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as “early China.”

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 295(D2) CHIN 215(D1) ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Spring 2024
SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

REL 420 (F) Islam and the Image (DPE) (WS)

Cross-listings: ARTH 521

Secondary Cross-listing

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in “South Asian” collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the same albums--are categorized as “Islamic art.” What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to
devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

REL 420(D2) ARTH 521(D1)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800 Courses

Fall 2023

SEM Section: 01 M 10:00 am - 12:50 pm Murad K. Mumtaz

RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Requirements/Evaluation: Active class participation, workbook exercises and compositions, chapter tests, midterm, and final exam.

Prerequisites: None. For students who've never formally studied French. Students who've previously studied French (in any formal course, at any level) must take the French Placement Test in the summer or during First Days. For more info: https://french.williams.edu

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.

Expected Class Size: 18

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

Unit Notes: RLFR 101-102 is a year-long course. Credit is granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2023

SEM Section: 01 M-F 9:00 am - 9:50 am Eric J. Disbro
RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. Conducted in French

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 15

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where there will present their interpretation of literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2023
LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just
LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2024, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernoux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, two short papers, midterm, and final paper.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 16

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

**Spring 2024**

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

**RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)**

**Cross-listings:** COMP 224

**Secondary Cross-listing**

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 the 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. In our study of the Great War, 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.

**Requirements/Evaluation:** Active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (5-7 pages).

**Prerequisites:** None.

**Enrollment Limit:** 16

**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:** 16

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

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

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

RLFR 225(D1) COMP 224(D1)

**Difference, Power, and Equity Notes:** 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 2023**

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

**RLFR 318 (F) Twentieth-Century French Novel: From Adversity to Modernity (DPE)**

**Cross-listings:** COMP 318

**Primary Cross-listing**
In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djèbar. Films to include works by Fassbinder, Annaud, Lloret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French.*

**Requirements/Evaluation:** Active class participation, two shorter papers, a midterm, and a longer final paper.

**Prerequisites:** A 200-level course (at Williams or abroad), or by placement test, or permission of the instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors, and those with compelling justification for admission. Seniors returning from Study Abroad (in France or other Francophone countries) are particularly welcome.

**Expected Class Size:** 16

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

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

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

RLFR 318(D1) COMP 318(D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course focuses on a critical examination of difference, power, and equity in twentieth-century France. The course also employs critical tools to teach students how to examine the roles of race and ethnicity, gender and sexuality, colonialism and immigration, in the French novel's critical representation of war and disease, poverty and greed, urban isolation and cultural alienation during the twentieth-century.

**Fall 2023**

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

RLFR 320 (F) **Transcending Boundaries: The Creation and Evolution of Creole Cultures** (DPE)

**Cross-listings:** GBST 306 / AFR 306 / COMP 310

**Primary Cross-listing**

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

**Requirements/Evaluation:** Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

**Prerequisites:** Any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18

**Enrollment Preferences:** All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

**Expected Class Size:** 15

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Fall 2023
SEM Section: 01    MW 11:00 am - 12:15 pm    Preea Leelah

RLFR 415 (S) Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World  (DPE)
Cross-listings:  WGSS 415 / COMP 415
Primary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published Le droit de la femme et de la citoyenne (1791) challenging gender inequality in France, we will then examine Claire de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation: Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.
Prerequisites: Any 200-level RLFR course, or by permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.
Expected Class Size: 15
Grading:  yes pass/fail option, yes fifth course option
Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 415(D1)  WGSS 415(D2)  COMP 415(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Spring 2024
SEM Section: 01    MW 11:00 am - 12:15 pm    Preea Leelah

RLSP 304 (S) Environmental Literature and Film in Latin America  (DPE) (WS)
Cross-listings:  COMP 311 / ENVI 311
Primary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.
Prerequisites: One college literature of film course at the 200-level or above.
**Enrollment Limit:** 19  
**Enrollment Preferences:** Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.  
**Expected Class Size:** 12  
**Grading:** no pass/fail option, yes fifth course option  
**Distributions:** (D1) (DPE) (WS)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
COMP 311(D1) RLSP 304(D1) ENVI 311(D1)  
**Writing Skills Notes:** All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.  
**Difference, Power, and Equity Notes:** The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.  
**Attributes:** ENVI Humanities, Arts + Social Science Electives  

---  

**SEM Section:** Cancelled  

---  

**RLSP 311 (F) The Politics of Love in Latin American Literature** (DPE) (WS)  
Cynical, sincere, confused and confusing, love and politics have a lot of complicated history together in Latin America. This course considers works of literature and other cultural texts in which love and politics are explicitly intertwined: the authors, artists and activists we consider profess love for their followers and would-be converts, represent love as a (revolutionary) political force, contest the legitimacy of patriarchal heteronormativity, and sometimes all three. We will consider writings by 20th and 21st century political leaders whose speeches and other writings convey the melodrama of radionovelas (Eva Perón) as well as the sacrificial love of the guerrillero (José Martí, Che Guevara) and the anarchist (Rafael Barrett). We may also consider the love professed by historical figures including Catholic missionaries (Antonio Ruiz de Rivera) and 19th century abolitionists (Juan Francisco Manzano, Gertrudis Gómez de Avellaneda) and/or nation-builders (Mármolet, Sarmiento). We may examine tensions around the domestication of love in writings in translation by Brazil's Clarice Lispector and the torment of eros in Elena Garro's political novel Memories of the Future. We will likely read poems of grief and love for those murdered in the secret detention centers of the Southern Cone dictatorships (Raúl Zurita, Juan Gelman). We will delve into the politics of queer love, solidarity and mourning with authors such as Mario Puig, Reinaldo Arenas, and Cristina Peri Rossi, and in Sebastián Lelio's 2017 film, A Fantastic Woman. We will conclude by considering the politics of love as articulated by Black Lives Matter, particularly as the movement has taken shape in Latin American countries, and its impact in Colombia and elsewhere. Conducted in Spanish.  

**Requirements/Evaluation:** Regular preparation for class is required, as is thoughtful participation in class discussions. Students will be evaluated for both. Students will also be evaluated for discussion-leading and making presentations on their original research in progress. There will be two graded essays, one of 5-7 pages and the other 15-20.  
**Prerequisites:** One RLSP course at the 200 level.  
**Enrollment Limit:** 19  
**Enrollment Preferences:** Students majoring or completing a certificate in Spanish.  
**Expected Class Size:** 10  
**Grading:** no pass/fail option, yes fifth course option  
**Distributions:** (D1) (DPE) (WS)  
**Writing Skills Notes:** Students will be writing and rewriting roughly twenty pages. Longer assignments will be broken down into stages (proposal, bibliography, research, analysis, draft, revision) with feedback from the instructor at every stage.  
**Difference, Power, and Equity Notes:** Using literary texts, we will delve into the ways a wide variety of political actors -- from the mainstream to the radical fringe -- talk about love in Latin American contexts. Some of them will seem comparatively cynical, but in other cases we will be looking at how people contest the hegemony of patriarchal, capitalistic and heteronormative definitions of what "counts" as true love.  

---  

**SEM Section:** 01  
TF 1:10 pm - 2:25 pm  
Jennifer L. French
RLSP 319 (F) 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: In-person.

Requirements/Evaluation: three 8-page papers, response journals, 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: 12

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: 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.

Attributes: GBST Latin American Studies Electives

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: GBST 219 / ANTH 217

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapples with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

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

Distributions: (D1) (DPE) (WS)

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

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)
Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. Instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024
SEM Section: 01  TF 2:35 pm - 3:50 pm  Kamal A. Kariem
RUSS 348  (S) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)
Cross-listings:  GBST 348 / SOC 348
Secondary Cross-listing
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 war Russia is currently waging on Ukraine, 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, 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.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks
Prerequisites:  none
Enrollment Limit:  10
Enrollment Preferences:  Anthropology, Sociology, and Russian majors
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)  (DPE)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 348(D2)  SOC 348(D2)  RUSS 348(D1)
Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshoped during the tutorial meetings.
Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. 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.
Attributes:  GBST Russian + Eurasian Studies Electives

Spring 2024
TUT Section: T1  TBA  Olga Shevchenko
RUSS 401  (F) What is the Intelligentsia?  (DPE)
The word "intelligentsia" in its modern meaning first appeared in Russia in the middle of the 19 th century, though the concept has a rather long pre-history. The Russian intelligentsia as a social class took shape among the educated raznochintsy and aristocratic proponents of western ideas who had been freed from obligatory state service. These conditions provided them with limited freedom and independence, and also gave them the
opportunity to devote their time to culture, creation, and science. This state of affairs was favorable for the development of the distinguishing characteristic of the intelligentsia: critical thought, both in relation to authority and to oneself. In this course we will study the history, ethic and tradition of the intelligentsia from the times of the tsars until the present day. In particular, we will explore the following questions: what is the difference between being educated and belonging to the intelligentsia? How does the intelligentsia relate to the history and tradition of socialism? How is the intelligentsia connected with humanism? What is the fate of the intelligentsia in an industrial or totalitarian society? And what role does this tradition play today? In order to answer these questions, we will read authentic historical texts and scholarly literature, watch films and listen to lectures by the foremost specialists on the subject. Of course, we will also work on perfecting your knowledge of the Russian language.

Requirements/Evaluation: Daily work (reading, preparing questions for discussion) 25%; weekly 1-2 page short written assignments (responses to open-ended questions about the daily readings) 25%; 2 short 10 minute presentations (on two illustrious works or figures) 25%; 1 final project, longer researched presentation 10-15 minutes 25%.

Prerequisites: Three years of Russian or instructor's consent.

Enrollment Limit: 15

Enrollment Preferences: RUSS or COMP

Expected Class Size: 5-10

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course will be devoted to historical examples of people who were often persecuted for their political affiliation, their class, or their critical stance in an environment that rewarded servility and conformity. It will also explore the stories of the non-Russian intelligentsia in the Soviet Union, the discrimination and terror that they faced, as well as the principled, humanistic ethic that they espoused during periods of national conflict.

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Peter A. Orte

SOC 101 (F)(S) Invitation to Sociology (DPE)

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Students will emerge from the semester equipped with an analytical lens that will enable them to see the social world -- ranging from everyday interactions to broad political struggle -- in a new light.

Requirements/Evaluation: Thoughtful and consistent participation, several research memos and presentations, book review, final research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 30

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course interrogates the social construction of identities, and how these differences manifest unequally in institutions.

Fall 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

LEC Section: 02 MR 2:35 pm - 3:50 pm Ben Snyder

Spring 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su
SOC 226 (F) The Working Globe: North and South Workers in Globalized Production (DPE)

Cross-listings: GBST 226

Primary Cross-listing
The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation: Class participation; 1-2 group presentations; 1 final paper

Prerequisites: None, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

GBST 226(D2) SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Fall 2023
SEM Section: 01    MWF 10:00 am - 10:50 am    Bhumika Chauhan

SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229

Primary Cross-listing
Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when 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? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

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

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2024

SEM Section: 01    MR 1:10 pm - 2:25 pm     Ben Snyder

SOC 313 (S) The 626 (DPE)

Cross-listings: AAS 312

Primary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; possible community partnership; regular writing assignments

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AAS 312(D2) SOC 313(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2024

SEM Section: 01    MW 11:00 am - 12:15 pm     Phi H. Su

SOC 331 (S) Automation in an Unequal Society (DPE)

Cross-listings: STS 331

Primary Cross-listing

Could you be competing for a job—even after getting a college degree—with a robot or an AI-powered chatbot? As technologies advance, every few
years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

Requirements/Evaluation: Class participation; 1 mid-term paper proposal; 1 final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and STS concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

STS 331(D2) SOC 331(D2)

Difference, Power, and Equity Notes: The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bhumika Chauhan

SOC 335 (F) Nowheres (DPE)

Cross-listings: GBST 335

Primary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

GBST 335(D2) SOC 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.
SOC 340 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: LATS 341 / AMST 358 / THEA 341 / WGSS 347

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

SOC 348 (S) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

Primary Cross-listing

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 war Russia is currently waging on Ukraine, 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, 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.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 348(D2) SOC 348(D2) RUSS 348(D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. 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.

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2024
TUT Section: T1 TBA Olga Shevchenko

SOC 380 (S) Who Cares? (DPE)
What does it mean to care—about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; child welfare and foster care; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms” in the northern Berkshires.

Requirements/Evaluation: thoughtful and consistent class participation; six journal entries (2 pages each); collaboratively designed experiential learning project; and a final paper (8-10 pages)
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2024
SEM Section: 01 TR 11:20 am - 12:35 pm Christina E. Simko

STS 142 (S) AlterNatives: Indigenous Futurism and Science Fiction (DPE)
Cross-listings: AMST 142
Secondary Cross-listing
Indigenous people occupy a paradoxical position in time. As survivors of genocide, they are already post-apocalyptic, occupying what could be called "their ancestors’ dystopia." But Indigenous people are also imagined to exist frozen in history, merely one step in the ceaseless march of civilization that brought us to the present. This tutorial explores how contemporary Native science and speculative fiction imagines and enacts futurity from this dynamic temporal position. Looking across numerous national and transnational Indigenous contexts, we will survey a diverse range of media, including short stories, novels, visual art, video games, films, and online platforms like Second Life. Pairing these with works in Science and Technology Studies (STS) and Native American and Indigenous Studies (NAIS), we will explore concepts like the Native “slipstream,” eco-erotics,
post-post-apocalyptic stress, Native pessimism, biomedical speculative horror, and what it would be like to fly a canoe through outer space.

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

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

STS 142(D2) AMST 142(D2)

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

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

Spring 2024

TUT Section: T1 Cancelled

**STS 145 (S) Black Mathematics: The Power of Revolutionary Numbers** (DPE)

**Cross-listings:** AFR 145

**Secondary Cross-listing**

The power of numbers is undeniable. Numbers can be used to illuminate, obscure or oppress. Numbers are not only symbols in the strictest sense, but are powerful representations that have considerable impact on institutions, policy, the real world and our lives. Data are said to be the "Black gold" of the 21st century. By use of human, economic, political and social indicators and metrics Western scientists, statisticians, governments and powerful actors have promoted liberalism, militarism and capitalism, which often dehumanized the racialized 'Other'. Various techniques in social sciences like forecasting, statistics, quantification, predicting, modeling all rely heavily on numbers or their manipulation/interpretation. But what social and economic goals and who do statistics serve? What ideologies underpin these numbers about Black people/communities? What is the significance of numbers to Black life? To what purpose have numbers been put in the furtherance of Black liberation? This course addresses these questions and the different uses to which numbers have been put by Black revolutionaries and communities. Black activists, scholars and communities have questioned how statistics are formulated, used and their Eurocentric basis as well as their limited ability to accurately reflect the Black world. We delve an alternative Black philosophy, specifically how Black people have historically used/defied/circumvented the numbers game. We will study and historically trace the invention of statistics, and how Black people, organizations and communities have utilized numbers to resist oppression, shape movements and direct emancipatory efforts. From Ida B Wells, to W. E. B. du Bois, Claudia Jones and Eric Williams, using numbers differently, has pushed back against oppression, reinterpreted history and spurred social and political change.

**Requirements/Evaluation:** Attendance and Participation (20%); Themed visual infographic/design (25%); Critical numbers/data analysis paper (30%); Case study/peer review exercise (25%)

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If over-enrolled, preference to AFR majors/concentrators.

**Expected Class Size:** 10

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

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

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

STS 145(D2) AFR 145(D2)

**Difference, Power, and Equity Notes:** Students will be guided through the history and alternative use of numbers to understand how they came to constitute powerful tools that have brought about systemic inequality and liberation. They will gain an appreciation of how these tools have been used and manipulated both by powerful historical actors, and oppressed groups and emerging figures acting towards emancipatory purposes.
STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when 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? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

STS 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: AFR 231 / ENVI 231

Secondary Cross-listing

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

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 231(D2) ENVI 231(D2) STS 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2024

SEM Section: 01 Cancelled

STS 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 / ENVI 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition,Food Security+Environmental Health
STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

**Cross-listings:** ASIA 269 / REL 269 / ANTH 269

**Secondary Cross-listing**

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators—all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

---

STS 275 (S) Environmental Science, Policy, and Justice (DPE)

**Cross-listings:** ENVI 275

**Secondary Cross-listing**

Environmental science is much more than collecting data. Scientific experts are often called upon—and often position themselves—to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified “scientific method,” and we will think about how Western scientific knowledge relates to other ways of knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** none
**Enrollment Limit:** 18  
**Enrollment Preferences:** juniors, seniors  
**Expected Class Size:** 12  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2) (DPE)  

This course is cross-listed and the prefixes carry the following divisional credit:  
STS 275(D2) ENVI 275(D2)  

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.  

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

---

Spring 2024  
SEM Section: 01    TR 8:30 am - 9:45 am     Laura J. Martin

**STS 331 (S) Automation in an Unequal Society** (DPE)  
**Cross-listings:** SOC 331  

**Secondary Cross-listing**  
Could you be competing for a job—even after getting a college degree—with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.  

**Requirements/Evaluation:** Class participation; 1 mid-term paper proposal; 1 final paper  
**Prerequisites:** none, open to all students  
**Enrollment Limit:** 20  
**Enrollment Preferences:** Preference given to ANTH/SOC majors and STS concentrators  
**Expected Class Size:** 20  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2) (DPE)  

This course is cross-listed and the prefixes carry the following divisional credit:  
STS 331(D2) SOC 331(D2)  

**Difference, Power, and Equity Notes:** The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Spring 2024  
SEM Section: 01    TF 2:35 pm - 3:50 pm     Bhumika Chauhan

**STS 370 (S) Campus and Community Health in Disruptive Times** (DPE) (WS)  
**Cross-listings:** WGSS 371 / ANTH 371  

**Secondary Cross-listing**  
We study and seek “campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries.” --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design
and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370(D2) WGST 371(D2) ANTH 371(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to ‘improve’ community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

STS 373 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 / AMST 372

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16
**Enrollment Preferences:** AMST majors or prospective majors.

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 374(D2) STS 373(D2) AMST 372(D2)

**Writing Skills Notes:** Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

**Difference, Power, and Equity Notes:** This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

**Attributes:** AFR Theories, Methods, and Poetics  AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives  AMST Space and Place Electives

---

**Fall 2023**

**SEM Section:** 01   TR 9:55 am - 11:10 am   Brian Murphy

**STS 412  (S) Cold War Archaeology  (DPE) (WS)**

**Cross-listings:** AMST 412 / AFR 394

**Secondary Cross-listing**

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and “safety in space,” to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of “urban renewal,” and the figure of the “typical American family” huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

**Requirements/Evaluation:** Three short papers, in-class writing/reflective work, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST majors or prospective majors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 412(D2) STS 412(D2) AFR 394(D2)

**Writing Skills Notes:** Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

**Difference, Power, and Equity Notes:** This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.
Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final research project (12-15 page essay + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 413(D2) WGSS 413(D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

Attributes: STS Senior Seminars

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Ezra D. Feldman

THEA 150 (S) The Broadway Musical (DPE)

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, Tesori, and Miranda, with particular focus
on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

**Class Format:** discussion

**Requirements/Evaluation:** a midterm, a brief paper, an 8-page paper, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors and Juniors and music majors.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 150(D1) MUS 150(D1)

**Difference, Power, and Equity Notes:** We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2024

LEC Section: 01    MR 1:10 pm - 2:25 pm     W. Anthony Sheppard

THEA 216 (F) Asian/American Identities in Motion (DPE)

**Cross-listings:** DANC 216 / ASIA 216 / AAS 216 / GBST 214 / AMST 213

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216(D1) DANC 216(D1) ASIA 216(D1) AAS 216(D2) GBST 214(D2) AMST 213(D2)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

**Attributes:** AAS Core Electives AAS Gateway Courses

Fall 2023
THEA 220 (S) Greek Tragedy (DPE)

Cross-listings: CLAS 202 / COMP 220

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' *Agamemnon*, Sophocles' *Electra*, and Euripides' *Medea* in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Classics, Comp Lit, and Theater majors; first-years; sophomores

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 202(D1) COMP 220(D1) THEA 220(D1)

Difference, Power, and Equity Notes: This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Spring 2024

SEM Section: 01 Cancelled

THEA 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 / WGSS 226 / DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2024
SEM Section: 01    WF 11:00 am - 12:15 pm    Munjulika R. Tarah

THEA 250  (F) Feminist Theatres: A Global Perspective   (DPE) (WS)
Cross-listings:  WGSS 250 / ENGL 253 / COMP 247

Primary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utob-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Kimberle Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Fall 2023
THEA 271  (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres  (DPE)

Cross-listings: ASIA 275 / COMP 271 / CHIN 275 / AAS 275

Secondary Cross-listing

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the prosenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024

SEM Section: 01  MR 2:35 pm - 3:50 pm  Man  He

THEA 281  (F) Perversity & Play: Embodying Black Feminist Methods in Contemporary Visual Art & Performance  (DPE)

Cross-listings: AFR 290 / WGSS 290

Secondary Cross-listing

What critical interpretations can we conceive in examination of emerging Black femme artists who reclaim their bodily autonomies as "mother f**
monsters," reassert their "WAP(s)" as new materialist methods, reembody Harriet Tubman as she leads an army of "Bad b**," and subvert derogatory archetypes i.e., "mammy," "sapphire" or "venus." In this class we will survey an introduction to the field of Black Feminist studies through this lens of perversity and play. The subject of perversity points to a violent history of misrepresentation where stereotypes anchored and mobilized perceptions of Black womanhood while the notion of play offers an analysis that shows how contemporary Black women employ/perform diversions to these limiting categories of race, gender and sexuality. Students will examine the foundational scholarship from the works of Audre Lorde, Saidiya Hartman, Hortense Spillers, and Katherine McKittrick (just to name a few). Moreover, an engagement of Black feminist studies will enable students to examine the social and geographic organizations of Black femme bodies on a global scale. By centering Black feminist methods with decolonial praxis, we will disassemble a limiting American grammar that imposes Black women to positions of hyper-visibility and absence.

Requirements/Evaluation: 20% Free Writes/ Weekly Reflections; 25% Short Presentation: Discussion Leader; 20% Paper 1; 25% Paper 2; 10% Participation
Prerequisites: None
Enrollment Limit: 20
Enrollment Preferences: Enrollment preference to WGSS majors as well as those cross listed in Africana Studies and Theatre Departments. These enrollment preferences are made to consider students who have specialized interests in these disciplines given the course being advanced
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 290(D2) THEA 281(D1) WGSS 290(D2)

Difference, Power, and Equity Notes: Deals with power imbalances around race, gender and sexuality and how these both manifest in the real world and also can be addressed through various strands of academic theory.
Attributes: WGSS Theory Courses

Fall 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

THEA 301 (S) Performing Archives: Global Theatre Histories From Antiquity to 1900 (DPE)
This course introduces students to methods of historical research and creative adaptation in the global archives of performance and theatre, stemming from antiquity to roughly 1900. What is an archive? What is a repertoire? How does embodied knowledge get acquired, stored, and transferred over time? Who owns, or curates, the artistic remnants and shared traditions of the past? Practicing the skills of a theatre historian, students will engage with the archives and repertoires of global theatre and performance, learning how to access, research, interpret, and gain deeper understandings of the artistic past. Examining how contemporary artists have engaged with (adapted, appropriated, recycled, or re-appropriated) historical sources and materials, students will themselves work towards the creation, development, and, if they like, live performance of their own artistic approaches to and interpretations of selected archival works. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics and society, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which it is historically embedded and by which it has been shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. This course is required for Theatre majors and is a prerequisite for THEA 401.
Class Format: This class is a combined studio/seminar and will involve both critical study and creative work. Students will be required to present and share their responses to the material studied in the course with one another.
Requirements/Evaluation: active participation in class discussion; a 5-7 page midterm paper on a topic of choice; a 15-minute oral presentation on a selected historical resource; a final 8-10 page paper, 30-page creative adaptation script, or 10-minute live performance
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Theatre majors, as well as students interested in the arts
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of
theatre in the globalized north as the primary sites of knowledge transfer, status, and value in the field. Instead, theatre and performance are approached as global and diverse forms of repertoire and embodied knowledge that must be analyzed in relation to the structures of social inequity and power in which they historically arise.

Spring 2024

THEA 321  (S)  Arts Organizing in Africa and the Diaspora  (DPE)

Cross-listings: DANC 323 / MUS 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls’ education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 323(D1) THEA 321(D1) MUS 323(D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Attributes: MUS World Music/Ethnomusicology

Spring 2024

THEA 336  (F)  Boucicault to McDonagh: Irish Theatre, 1870 to the present  (DPE)

Cross-listings: COMP 360 / ENGL 364

Primary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing
impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B.Yeats, J.M.Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert "Irishness" as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

THEA 341  (F) Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings: LATS 341 / AMST 358 / WGSS 347 / SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.
THEA 392  (F)(S)  Black Ecologies: Performances of a Racial & Sexual Environmental Ethics  (DPE)

Cross-listings:  WGSS 392 / AMST 392 / AFR 355

Secondary Cross-listing

In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks "are only certain people allowed to nature and its benefits?" In the wake of slogans like "Black Lives Matter," the statement provokes thought on the black body's dehumanized representation within (and in connection to) material culture. Moreover, it centers these violent histories and how performances of anti-blackness are rendered intrinsic to the exploitation of the natural world. In this class we will explore this emerging field of Black Ecologies. We will assess how the concept can further radicalize grassroots initiatives for social justice, inform our understanding on the history of American slavery, and reframe our approaches to environmentalism through a Queer and Feminist Lens. Most excitingly, we will view performances such as Barry Jenkins Moonlight (from a Black and Queer socio-ecological perspective), watch episodes of Ava Duverney's Queen Sugar and even Beyonce's concert: Renaissance. These contemporary case studies provide us entry into an ecological ethic that centers non-human engagements where we might imagine otherwise possibilities for living in and creating liberated futures.

Requirements/Evaluation:  20% Weekly Journal Entries on Discussion Board; 20% Mini-Assignment 1; 20% Mini-Assignment 2; 25% Final Presentation; 15% Participation

Prerequisites:  N/A

Enrollment Limit:  19

Enrollment Preferences:  Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

Expected Class Size:  19

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 392(D2) THEA 392(D1) AMST 392(D2) AFR 355(D2)

Difference, Power, and Equity Notes:  Deal fundamentally with axes of difference and various arrays of power and privilege.

Attributes:  AFR Core Electives  WGSS Theory Courses

Spring 2024

SEM Section: 01    TR 11:20 am - 12:35 pm     Iyanna C. Hamby

WGSS 101  (F)(S)  Introduction to Women's, Gender & Sexuality Studies  (DPE) (WS)

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: Mix of lectures and seminars

Requirements/Evaluation:  Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

Prerequisites:  none

Enrollment Limit:  19
Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: WGSS Theory Courses

Fall 2023

SEM Section: 01  TF 1:10 pm - 2:25 pm  Greta F. Snyder
SEM Section: 02  TR 9:55 am - 11:10 am  Kiaran Honderich
SEM Section: 03  Cancelled
SEM Section: 04  TF 1:10 pm - 2:25 pm  Iyanna C. Hamby

Spring 2024

SEM Section: 01  TF 1:10 pm - 2:25 pm  Greta F. Snyder
SEM Section: 02  TR 8:30 am - 9:45 am  Iyanna C. Hamby

WGSS 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: ENGL 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.
WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

**Cross-listings:** AMST 113 / ENGL 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 113(D2) WGSS 113(D2) ENGL 113(D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

---

WGSS 115 (F) Latina Feminist Spiritualities (DPE) (WS)

**Cross-listings:** LATS 115 / REL 115

**Secondary Cross-listing**

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft;
curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latinx feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latinx backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latinx feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latinx contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 115(D2) REL 115(D2) WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latinx feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Fall 2023

TUT Section: T1 Cancelled

WGSS 127 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: ASIA 127 / CHIN 427

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.
Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 127(D1) WGSS 127(D2) CHIN 427(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Fall 2023
TUT Section: T1 TBA Li Yu

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways that ideas and identities related to sex and gender are formulated and mobilized in music’s performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 20

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177(D2) MUS 177(D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities
in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Attributes: MUS World Music/Ethnomusicology

Spring 2024
SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

WGSS 202 (F)(S) Foundations in Sexuality Studies  (DPE)
This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodify 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: Class participation, on-line discussion forum, two papers of around 5-7 pages.
Prerequisites: None. WGSS 101 may be helpful as background knowledge, but is not required.
Enrollment Limit: 19
Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

Spring 2024
SEM Section: 01 Cancelled

WGSS 225 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene  (DPE) (WS)
Cross-listings: ASIA 258 / REL 258 / ANTH 258

Secondary Cross-listing
This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya—the Buddha's mother, who died shortly after delivering him; Pajapati—the Buddha's stepmother & aunt who raised him; and Yasodhara—his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions?
How do the social transformations of the Buddha’s day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

**Requirements/Evaluation:** Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

**Prerequisites:** none, but a course in ANTH or REL is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, REL, WGSS majors and ASIA concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

**Writing Skills Notes:** We write every week—either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

**Difference, Power, and Equity Notes:** We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

**WGSS 226 (S) Gender and the Dancing Body** (DPE)

**Cross-listings:** AMST 226 / THEA 226 / DANC 226

**Secondary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Requirements/Evaluation:** participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final cumulative essay.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 226(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body’s historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah
What can a critical analysis of gender and sexuality bring to the study of law, constitutions, legal interpretation, and the task of judging? Well-known contributions by feminist theorists include the conceptualization and critique of anti-discrimination frameworks, the legal analysis of intersecting systems of social subordination (particularly gender, race, class, sexuality, disability), and the theorization of “new” categories of rights (e.g. sexuate rights). Accompanying these interventions in the legal field is a deep and sustained inquiry into the subject of law: Who can appear before the law as the proper bearer of civil and human rights? What kinds of violations and deprivations can be recognized as harms in need of redress? Who gets to make these judgments, and according to what rules? While our examples will be drawn mainly from family law, the regulation of sex/reproduction, and workplace discrimination, the main task of this course will be to deepen our understanding of how the subject of law is constituted. Illustrative cases to aid our inquiry will be drawn primarily from the USA and Canada, with additional examples from India, South Africa, and possibly European law. Theorists we read will represent many kinds of feminist work that intersect with the legal field, including academic studies in political theory, philosophy, and cultural theory, along with contributions from community organizers engaged in anti-violence work and social justice advocacy.

**Requirements/Evaluation:** One oral presentation; three 6-8 page papers; regular class participation.

**Prerequisites:** None.

**Enrollment Limit:** 25

**Enrollment Preferences:** Preference will be given to PSCI and WGSS majors and JLST concentrators.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 236(D2) PSCI 236(D2)

**Difference, Power, and Equity Notes:** The course analyzes the relationship between the legal system and social distributions of power, focusing on the way that inequalities based on gender, race, class and other forms of social stratification either enhance or limit individuals' access to legal protection and legal remedies.

**Attributes:** JLST Interdepartmental Electives  PSCI Political Theory Courses

Spring 2024

SEM Section: 01  TF 2:35 pm - 3:50 pm  Nimu Njoya

**WGSS 244 (F) Actually Existing Alternative Economies (DPE)**

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.
Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2023

TUT Section: T1 TBA Kiaran Honderich

WGSS 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: THEA 250 / ENGL 253 / COMP 247

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write 5-page paper or, up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

**Primary Cross-listing**

What critical interpretations can we conceive in examination of emerging Black femme artists who reclaim their bodily autonomies as “mother f** monsters,” reassert their "WAP(s)" as new materialist methods, reembody Harriet Tubman as she leads an army of "Bad b**,” and subvert derogatory archetypes i.e., "mammy," "sapphire" or "venus." In this class we will survey an introduction to the field of Black Feminist studies through this lens of perversity and play. The subject of perversity points to a violent history of misrepresentation where stereotypes anchored and mobilized perceptions of Black womanhood while the notion of play offers an analysis that shows how contemporary Black women employ/perform diversions to these limiting categories of race, gender and sexuality. Students will examine the foundational scholarship from the works of Audre Lorde, Saidiya Hartman, Hortense Spillers, and Katherine McKittrick (just to name a few). Moreover, an engagement of Black feminist studies will enable students to examine the social and geographic organizations of Black femme bodies on a global scale. By centering Black feminist methods with decolonial praxis, we will disassemble a limiting American grammar that imposes Black women to positions of hyper-visibility and absence.

**Requirements/Evaluation:**
- 20% Free Writes/Weekly Reflections
- 25% Short Presentation: Discussion Leader
- 20% Paper 1
- 25% Paper 2
- 10% Participation

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference to WGSS majors as well as those cross listed in Africana Studies and Theatre Departments. These enrollment preferences are made to consider students who have specialized interests in these disciplines given the course being advanced

**Expected Class Size:** 20

**Grading:**
- yes pass/fail option
- no fifth course option

**Distributions:**
- (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 290(D2) THEA 281(D1) WGSS 290(D2)

**Difference, Power, and Equity Notes:** Deals with power imbalances around race, gender and sexuality and how these both manifest in the real world and also can be addressed through various strands of academic theory.

**Attributes:** WGSS Theory Courses

---

**WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)**

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put “feminist,” “queer” and/or “trans” in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are “raising,” but also between adults who are not conventionally considered “related.” The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use “parenting” as a window to explore differences in feminist, queer, and trans thought, and 3) to use “parenting” as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.
Requirements/Evaluation: One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 311 (F) Trans Film and Media (DPE)

Cross-listings: AMST 364

Primary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.
WGSS 319 (F) Gender and the Family in Chinese History (DPE)
Cross-listings: HIST 319 / ASIA 319

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

---

WGSS 332 (S) Gender, Sexuality & Disability (DPE)
Cross-listings: AMST 369

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.
Prerequisites: WGSS 101-level familiarity would be very helpful, but is not required.

Enrollment Limit: 15

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Abram J. Lewis

WGSS 342 (S) Sexuality in US Modernisms (DPE)

Cross-listings: ENGL 341

Secondary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms “homosexual” and “heterosexual” came to connote discrete sexual identities), we will explore what it means to read and theorize “queerly.” Among the questions we will ask are: What counts as “sex” or “sexual identity” in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has “queerness” proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments—the move from realism to modernism—and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance—have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as James, Cather, Far, Hughes, Nugent, Stein, Fitzgerald, and Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Hartman, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 341(D1) WGSS 342(D2)

Difference, Power, and Equity Notes: This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent
Education is inherently political, and politics necessarily involves pedagogy. Who should teach, what is taught, how it is taught, and why it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical “goods” that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a “pedagogy of liberation.” While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Perusall, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and reflection, one-on-one discussions

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Attributes: WGSS Theory Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of “males” at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)
**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses  FMST Related Courses  LATS Comparative Race + Ethnic Studies Electives

Fall 2023

SEM Section: 01    Cancelled

**WGSS 361 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)**

**Cross-listings:** AMST 361 / LATS 344

**Secondary Cross-listing**

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability into media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option,  no fifth course option

**Distributions:** (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 361(D2)  WGSS 361(D2)  LATS 344(D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Spring 2024

SEM Section: 01    MR 2:35 pm - 3:50 pm    Maria Elena Cepeda

**WGSS 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** STS 370 / ANTH 371

**Secondary Cross-listing**

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our
research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 370(D2) WGSS 371(D2) ANTH 371(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to ‘improve’ community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

WGSS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / AAS 375

Secondary Cross-listing

Often framed as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own sexualities? Anchored in this question, this theory-intensive course introduces students to core texts in Asian American Studies, feminist and queer criticism, and performance studies alongside a host of cultural productions (e.g., film, visual art, performance, poetry). It will focus on an array of topics, including western demands to “come out,” the history and activism of “comfort women,” HIV/AIDS, orientalism/ornamentalism, the criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

Requirements/Evaluation: in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

Prerequisites: preferably AMST 125 or WGSS 101/202

Enrollment Limit: 20

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 375(D2) WGSS 375(D2) AAS 375(D2)

**Difference, Power, and Equity Notes:** This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

**Attributes:** AAS Core Electives  AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives

Spring 2024

SEM Section: 01  TF 1:10 pm - 2:25 pm  Kelly I. Chung

**WGSS 391  (F)  Contemporary North American Queer Literatures and Theories  (DPE) (WS)**

**Cross-listings:** ENGL 391

**Secondary Cross-listing**

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

**Enrollment Limit:** 19

**Enrollment Preferences:** English majors; WGSS majors

**Expected Class Size:** 19

**Grading:** no pass/fail option,  yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 391(D1) WGSS 391(D2)

**Writing Skills Notes:** This course will require at least 20 pages of writing of various sorts, from shorter critical responses to a longer research paper. Students will receive regular and timely feedback on their writing and gain experience with revision as it relates to the process of refining an argument.

**Difference, Power, and Equity Notes:** This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses  ENGL Literary Histories C  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

Fall 2023

SEM Section: 01  Cancelled

**WGSS 392  (F)(S)  Matter & Meaning in Black Queer Art & Performing Non-Human Potentials  (DPE)**

**Cross-listings:** AFR 355

**Primary Cross-listing**

In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks "are only certain people allowed to nature and its benefits?" Furthermore Seymour centers Black Queerness with non-human arrangements, thus begetting the question--what subversive potentials lie within alignments of
"animality" "un-becoming" or within these natural landscapes that are often exclusionary of Black Queer mobility? In this class we will discuss the resilience of Black queer survival under the duress of racial capitalism and explore critical frameworks within the emerging field of new materialism. In so doing we will produce a comparative analysis implementing a study of non-human systems while simultaneously creating and viewing performances that integrate interspecies and inorganic meditative mediums. We will assess the question, how might non-human engagements radically shift ideological formations of "Man" and convey ecologies of thinking that complicate issues of "thingification?" To answer this question, we will study emerging scholarship in the field of Black Queer Studies such as neologisms like Yanique Norman's Black "fungi-ability" which puts into consideration posthumanist approaches alongside race and gender studies where the analytic of the mushroom points to a relational engagement of a Black & Queer diasporic poetics. Riley Snorton's concept on fungibility as "Trans capability" enables students to also discuss re-empowered embodiments of "flesh" as both a queer and decolonial praxis. Zakiyah Iman Jackson’s articulations "on becoming human" also prove foundational as we will mutually explore Black Queer possibility amid the perceived burden of abjection.


Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 392(D2) AFR 355(D2)

Difference, Power, and Equity Notes: Deal fundamentally with axes of difference and various arrays of power and privilege.

Attributes: AFR Core Electives WGSS Theory Courses

Fall 2023

SEM Section: 01 Cancelled

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

WGSS 413 (F) Feminist Technoscience (DPE)

Cross-listings: STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final research project (12-15 page essay + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12
No text content available
Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

**Requirements/Evaluation:** Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

**Prerequisites:** Any 200-level RLFR course, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 415(D1) WGSS 415(D2) COMP 415(D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

---

**AAS 125 (F) Introduction to Asian American Studies** (DPE)

**Cross-listings:** AMST 125

**Secondary Cross-listing**

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies, tracing its formation and evolution from the 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources central to the discipline, we will ask who has been included/excluded from this category and analyze the shifting constructions of Asian Americans from the nineteenth century to the present in tandem with other markers of difference. Over the course, we will study how these constructions have been shaped not only relationally through other racial formations but also by overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. Additionally, we will examine how this term has been undone and remade via political activism, visual and performance art, media, and contingent spaces.

**Requirements/Evaluation:** weekly readings, class discussions, weekly discussion posts, in-class presentation, midterm paper, and a final paper or creative project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If over enrolled: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 125(D2) AMST 125(D2)

**Difference, Power, and Equity Notes:** This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

**Attributes:** AAS Core Electives  AAS Gateway Courses  AMST Comp Studies in Race, Ethnicity, Diaspora
AAS 216 (F)  Asian/American Identities in Motion  (DPE)

Cross-listings:  THEA 216 / DANC 216 / ASIA 216 / GBST 214 / AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Requirements/Evaluation:  reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  first years and sophomores

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 216(D1)  DANC 216(D1)  ASIA 216(D1)  AAS 216(D2)  GBST 214(D2)  AMST 213(D2)

Difference, Power, and Equity Notes:  This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes:  AAS Core Electives  AAS Gateway Courses
Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 237(D2) AFR 237(D2) AMST 237(D2) REL 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01 MW 8:30 am - 9:45 am Zaid Adhami

AAS 253 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)

Cross-listings: AMST 253 / LATS 254

Secondary Cross-listing
This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one’s relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the bodymind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology, literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document
Prerequisites: None.
Enrollment Limit: 12
Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.
Expected Class Size: 12
Gradading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 253(D2) AMST 253(D2) LATS 254(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.
AAS 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: ASIA 275 / COMP 271 / THEA 271 / CHIN 275

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the prosenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives
AAS 306  (S)  Building Power: Race and American Architecture  (DPE)

Cross-listings:  AMST 306 / ARTH 306

Secondary Cross-listing

This course explores the many ways race is constructed through American architecture. We will survey different methodologies for linking architecture and race, including uncovering the history of buildings in the nation’s capital, analyzing public housing and “domestic war,” and theorizing how racial difference and racialized power -- including white supremacy -- are implicated within modern architectural theory. Our readings will be drawn from Asian American, Latinx, and Black studies, as well as architectural history, art history, and urban studies. Together we will attempt to answer several questions about racialized architecture, such as why Asianness has often been associated with domestic interiors, how Blackness is coded in particular built forms, such as skyscrapers, and how architects and planners deploy the visual language of the Latinx barrio to mitigate anti-immigrant fear. We will also explore how BIPOC artists, architects, writers, and scholars engage architecture as a standpoint of critique, pushing back against the racialization of architecture and offer alternative or new ways of thinking about structures and space. While foregrounding race, the course will necessarily require intersectional thinking in relation (but not limited) to class, gender, citizenship, and ability.

Requirements/Evaluation:  Students will be evaluated on response papers, discussion questions, and a final research project on an architectural object, theory, or style.

Prerequisites:  None

Enrollment Limit:  15

Enrollment Preferences:  First- and second-year students

Expected Class Size:  10-15

Grading:  no pass/fail option, yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 306(D2)  AAS 306(D2)  ARTH 306(D1)

Difference, Power, and Equity Notes: The course examines how the production of racial categories and the maintenance of racial hierarchy and difference works through built forms, architectural style, and architectural theory. Students will see how buildings maintain social power, as well as how writers, architects, artists, and scholars use the architectural imagination to grapple with questions of racialized exclusion, dispossession, and crisis.

Attributes:  AAS Non-Core Electives  AMST Arts in Context Electives  AMST Space and Place Electives

Spring 2024

SEM Section: 01  Cancelled

AAS 312  (S)  The 626  (DPE)

Cross-listings:  SOC 313

Secondary Cross-listing

Ryka Aoki’s Light from Uncommon Stars is “a defiantly joyful adventure in California’s San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts.” What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki’s novel as an invitation to delve into the histories of Asian American settlement to Gabrieleno/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as:

How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation:  thoughtful and consistent participation; mock film festival screening and vote; possible community partnership; regular writing assignments

Prerequisites:  N/A

Enrollment Limit:  15

Enrollment Preferences:  ANSO majors and AAS concentrators
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 312(D2) SOC 313(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2024
SEM Section: 01    MW 11:00 am - 12:15 pm     Phi H. Su

AAS 351  (F)  Racism in Public Health  (DPE)
Cross-listings: PHLH 351
Secondary Cross-listing
Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion
Prerequisites: PHLH 201 or instructor approval.
Enrollment Limit: 10
Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2023
TUT Section: T1    TBA     Marion Min-Barron

AAS 373  (F)  US Empire in the Philippines: Capitalism, Colonialism, and Revolution  (DPE)
Cross-listings: AMST 373
Secondary Cross-listing

When the United States of America took official colonial control of the Philippines in 1898, Filipinos had already been fighting an anti-colonial struggle against Spain for several years. With the start of the Philippine-American War in 1899, that fight continued. Keeping the always-present possibilities of Filipino revolt in mind, this course takes an interdisciplinary approach to the study of U.S. empire-building in the Philippines from the late-nineteenth to the mid-twentieth centuries. We will frame our understanding in terms of racial capitalism and the coloniality of power, with particular attention to the materiality of empire -- infrastructure, architecture, financing, markets, and population management -- and U.S. empire's production of racial, gender, indigenous, religious, and sexual categories and difference. Our readings may be drawn from critical ethnic studies, gender & sexuality studies, American studies, postcolonial theory, Black studies, disability studies, and more. Topics include the military "management" of Muslim, Christian, and animist groups, the Katipunan society, interracial intimacies, and early 20th century Filipino migration to the United States. Students are expected to take an active role in discussion, but no prior knowledge of the Philippines is expected.

Requirements/Evaluation: Evaluation will be based on a semi-self-paced portfolio model: by two different points in the semester, students will be responsible for handing in a collection of 1-2 page response papers, discussion posts, discussion questions, and/or a paper analyzing a primary source or theoretical argument. The minimum requirement is a word count e.g. 3,000 words by 10/15, another 3,000 by 11/15. For the final, students will collect their work, revise at least 30% of it according to professor and peer feedback, and write a final reflection paper. In pairs, students will also lead discussion during one or more class sessions.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: First priority will go to AAS concentrators and AMST prospective and declared majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 373(D2) AMST 373(D2)

Difference, Power, and Equity Notes: This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and abilist categories in the context of world-historic systems of power, namely capitalism and colonialism. It tracks the unequal relations of power between American colonizers and Filipino colonized subjects, while keeping alive the inherent power of Filipino people for revolt.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Jan Padios

AAS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / WGSS 375

Secondary Cross-listing

Often framed as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own sexualities? Anchored in this question, this theory-intensive course introduces students to core texts in Asian American Studies, feminist and queer criticism, and performance studies alongside a host of cultural productions (e.g., film, visual art, performance, poetry). It will focus on an array of topics, including western demands to "come out," the history and activism of "comfort women," HIV/AIDS, orientalism/ornamentalism, the criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

Requirements/Evaluation: in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

Prerequisites: preferably AMST 125 or WGSS 101/202

Enrollment Limit: 20

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 18
Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AAS 414 (S) Race and Performance (DPE) (WS)

Cross-listings: WGSS 414 / AMST 414

Secondary Cross-listing

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 414(D2) WGSS 414(D2) AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AFR 145 (S) Black Mathematics: The Power of Revolutionary Numbers (DPE)

Cross-listings: STS 145

Primary Cross-listing

The power of numbers is undeniable. Numbers can be used to illuminate, obscure or oppress. Numbers are not only symbols in the strictest sense,
but are powerful representations that have considerable impact on institutions, policy, the real world and our lives. Data are said to be the "Black gold" of the 21st century. By use of human, economic, political and social indicators and metrics Western scientists, statisticians, governments and powerful actors have promoted liberalism, militarism and capitalism, which often dehumanized the racialized 'Other'. Various techniques in social sciences like forecasting, statistics, quantification, predicting, modeling all rely heavily on numbers or their manipulation/interpretation. But what social and economic goals and who do statistics serve? What ideologies underpin these numbers about Black people/community? What is the significance of numbers to Black life? To what purpose have numbers been put in the furtherance of Black liberation? This course addresses these questions and the different uses to which numbers have been put by Black revolutionaries and communities. Black activists, scholars and communities have questioned how statistics are formulated, used and their Eurocentric basis as well as their limited ability to accurately reflect the Black world. We delve an alternative Black philosophy, specifically how Black people have historically used/defied/circumvented the numbers game. We will study and historically trace the invention of statistics, and how Black people, organizations and communities have utilized numbers to resist oppression, shape movements and direct emancipatory efforts. From Ida B Wells, to W. E. B. du Bois, Claudia Jones and Eric Williams, using numbers differently, has pushed back against oppression, reinterpreted history and spurred social and political change.

Requirements/Evaluation: Attendance and Participation (20%); Themed visual infographic/design (25%); Critical numbers/data analysis paper (30%); Case study/peer review exercise (25%)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If over-enrolled, preference to AFR majors/concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 145(D2) AFR 145(D2)

Difference, Power, and Equity Notes: Students will be guided through the history and alternative use of numbers to understand how they came to constitute powerful tools that have brought about systemic inequality and liberation. They will gain an appreciation of how these tools have been used and manipulated both by powerful historical actors, and oppressed groups and emerging figures acting towards emancipatory purposes.

Attributes: AFR Theories, Methods, and Poetics

Spring 2024

SEM Section: 01 TBA Cancelled Keaton K. Perry

AFR 222 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: MUS 217 / AMST 222 / ENGL 221

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"—a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

AFR 231 (S) Africa and the Anthropocene (DPE)
Cross-listings: ENVI 231 / STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231(D2) ENVI 231(D2) STS 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2024

AFR 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)
Cross-listings: GBST 233 / ENVI 204
Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

Requirements/Evaluation: 'Colonialism and my community' writing/poster assignment (5 pages) 20%; Either a video essay on a 'green' technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an emerging 'green' technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over enrolled preference goes to Africana Studies and then Environmental Studies students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 233(D2) AFR 233(D2) ENVI 204(D2)

Difference, Power, and Equity Notes: The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

Attributes: AFR Black Landscapes  AFR Core Electives  ENVI Humanities, Arts + Social Science Electives

Fall 2023
LEC Section: 01 Cancelled

AFR 236  (F) Europe and the Black Diaspora  (DPE) (WS)

Cross-listings: GERM 234 / COMP 238

Secondary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 234(D1) AFR 236(D2) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

AFR 237 (F) Islam in the United States: Race, Religion, Politics (DPE)
Cross-listings: AAS 237 / AMST 237 / REL 237

Secondary Cross-listing
Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 237(D2) AFR 237(D2) AMST 237(D2) REL 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.
Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01 MW 8:30 am - 9:45 am Zaid Adhami

AFR 290 (F) Perversity & Play: Embodying Black Feminist Methods in Contemporary Visual Art & Performance (DPE)
Cross-listings: THEA 281 / WGSS 290
Secondary Cross-listing

What critical interpretations can we conceive in examination of emerging Black femme artists who reclaim their bodily autonomies as "mother f** monsters," reassert their "WAP(s)" as new materialist methods, reembody Harriet Tubman as she leads an army of "Bad b**," and subvert derogatory archetypes i.e., "mammy," "sapphire" or "venus." In this class we will survey an introduction to the field of Black Feminist studies through this lens of perversity and play. The subject of perversity points to a violent history of misrepresentation where stereotypes anchored and mobilized perceptions of Black womanhood while the notion of play offers an analysis that shows how contemporary Black women employ/perform diversions to these limiting categories of race, gender and sexuality. Students will examine the foundational scholarship from the works of Audre Lorde, Saidiya Hartman, Hortense Spillers, and Katherine McKittrick (just to name a few). Moreover, an engagement of Black feminist studies will enable students to examine the social and geographic organizations of Black femme bodies on a global scale. By centering Black feminist methods with decolonial praxis, we will disassemble a limiting American grammar that imposes Black women to positions of hyper-visibility and absence.

Requirements/Evaluation: 20% Free Writes/ Weekly Reflections; 25% Short Presentation: Discussion Leader; 20% Paper 1; 25% Paper 2; 10% Participation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference to WGSS majors as well as those cross listed in Africana Studies and Theatre Departments. These enrollment preferences are made to consider students who have specialized interests in these disciplines given the course being advanced

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 290(D2) THEA 281(D1) WGSS 290(D2)

Difference, Power, and Equity Notes: Deals with power imbalances around race, gender and sexuality and how these both manifest in the real world and also can be addressed through various strands of academic theory.

Attributes: WGSS Theory Courses

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

AFR 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: GBST 306 / RLFR 320 / COMP 310

Secondary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 306(D2) AFR 306(D2) RLFR 320(D1) COMP 310(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Fall 2023
SEM Section: 01 MW 11:00 am - 12:15 pm Preea Leelah

AFR 350  (F)  The Nile  (DPE)
Cross-listings: ENVI 335 / HIST 308 / GBST 320 / ARAB 308

Secondary Cross-listing
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity’s most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

Difference, Power, and Equity Notes: 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.
Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson

AFR 353  (F)  Capitalism and Racism in the American Context and Beyond: A Global Approach  (DPE)
Cross-listings: AMST 345 / GBST 344

Secondary Cross-listing
American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of
systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from “French theory”, (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shennmg, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

AFR 355 (F)(S) Matter & Meaning in Black Queer Art & Performing Non-Human Potentials (DPE)

Cross-listings: WGSS 392

Secondary Cross-listing

In “Black Birds, Black Lives & The Unfinished Work of Queer Ecologies,” Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks “are only certain people allowed to nature and its benefits?” Furthermore Seymour centers Black Queerness with non-human arrangements, thus begetting the question—what subversive potentials lie within alignments of “animality” “un-becoming” or within these natural landscapes that are often exclusionary of Black Queer mobility? In this class we will discuss the resilience of Black queer survival under the duress of racial capitalism and explore critical frameworks within the emerging field of new materialism. In so doing we will produce a comparative analysis implementing a study of non-human systems while simultaneously creating and viewing performances that integrate interspecies and inorganic meditative mediums. We will assess the question, how might non-human engagements radically shift ideological formations of “Man” and convey ecologies of thinking that complicate issues of “thingification?” To answer this question, we will study emerging scholarship in the field of Black Queer Studies such as neologisms like Yanique Norman’s Black “fungi-ability” which puts into consideration posthumanist approaches alongside race and gender studies where the analytic of the mushroom points to a relational engagement of a
Black & Queer diasporic poetics. Riley Snorton's concept on fungibility as "Trans capability" enables students to also discuss re-empowered embodiments of "flesh" as both a queer and decolonial praxis. Zakiyah Iman Jackson's articulations "on becoming human" also prove foundational as we will mutually explore Black Queer possibility amid the perceived burden of abjection.


Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 392(D2) AFR 355(D2)

Difference, Power, and Equity Notes: Deal fundamentally with axes of difference and various arrays of power and privilege.

Attributes: AFR Core Electives WGSS Theory Courses

Fall 2023
SEM Section: 01 Cancelled

Spring 2024
SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

AFR 374 (F) Technologies of Race (DPE) (WS)

Cross-listings: STS 373 / AMST 372

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.
**Difference, Power, and Equity Notes:** This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

**Attributes:** AFR Theories, Methods, and Poetics  AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives  AMST Space and Place Electives

Fall 2023

SEM Section: 01   TR 9:55 am - 11:10 am   Brian Murphy

**AFR 376 (S) Black Critical Theory, Black Avant-Garde**  (DPE)

**Cross-listings:** ENGL 311 / AMST 374

**Secondary Cross-listing**

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theology. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

**Requirements/Evaluation:** Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)  (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 311(D1) AFR 376(D2) AMST 374(D2)

**Difference, Power, and Equity Notes:** This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

**Attributes:** AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives

Spring 2024

SEM Section: 01   W 7:00 pm - 9:40 pm   Selamawit D. Terrefe

**AFR 394 (S) Cold War Archaeology**  (DPE)  (WS)

**Cross-listings:** AMST 412 / STS 412

**Secondary Cross-listing**

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and “safety in space,” to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical
toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 412 (D2) STS 412 (D2) AFR 394 (D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course requires students to think critically about the meanings of "America" and about the consequences and costs of racialization and other processes for making social differences. Students learn to discern the ways in which historical legacies of
oppression continue in the present, and consider the mutual interrelation of local, national, and global contexts and events.

Fall 2023
SEM Section: 01    TF 1:10 pm - 2:25 pm     Kelly I. Chung

Spring 2024
SEM Section: 01    TR 9:55 am - 11:10 am     Brian Murphy

**AMST 113 (F) The Feminist Poetry Movement** (DPE) (WS)

Cross-listings: WGSS 113 / ENGL 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major “tool” for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
AMST 113(D2) WGSS 113(D2) ENGL 113(D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women’s Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2023
SEM Section: 01    TF 1:10 pm - 2:25 pm     Bethany Hicok

**AMST 125 (F) Introduction to Asian American Studies** (DPE)
Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies, tracing its formation and evolution from the 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources central to the discipline, we will ask who has been included/excluded from this category and analyze the shifting constructions of Asian Americans from the nineteenth century to the present in tandem with other markers of difference. Over the course, we will study how these constructions have been shaped not only relationally through other racial formations but also by overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. Additionally, we will examine how this term has been undone and remade via political activism, visual and performance art, media, and contingent spaces.

**Requirements/Evaluation:** weekly readings, class discussions, weekly discussion posts, in-class presentation, midterm paper, and a final paper or creative project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If over enrolled: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 125(D2) AMST 125(D2)

**Difference, Power, and Equity Notes:** This course examines "Asian" and Asian American as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

**Attributes:** AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

---

Cross-listings: STS 142

**Primary Cross-listing**

Indigenous people occupy a paradoxical position in time. As survivors of genocide, they are already post-apocalyptic, occupying what could be called "their ancestors' dystopia." But Indigenous people are also imagined to exist frozen in history, merely one step in the ceaseless march of civilization that brought us to the present. This tutorial explores how contemporary Native science and speculative fiction imagines and enacts futurity from this dynamic temporal position. Looking across numerous national and transnational Indigenous contexts, we will survey a diverse range of media, including short stories, novels, visual art, video games, films, and online platforms like Second Life. Pairing these with works in Science and Technology Studies (STS) and Native American and Indigenous Studies (NAIS), we will explore concepts like the Native "slipstream," eco-erotics, post-post-apocalyptic stress, Native pessimism, biomedical speculative horror, and what it would be like to fly a canoe through outer space.

**Requirements/Evaluation:** participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and/or your partner's writing

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first and second year students, American Studies majors, Science and Technology Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 142(D2) AMST 142(D2)

**Difference, Power, and Equity Notes:** Students in this course will explore the relationship between political violence, resistance, and speculation. We
will develop close reading practices, analytical methods, and careful discussion dynamics to enable students to make sense and use of concepts like futurity, race, settler colonialism, gender, and technological determinism.

**Attributes:** AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2024

TUT Section: T1    Cancelled

**AMST 146 (F) Introduction to Native American and Indigenous Studies (DPE)**

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

**Requirements/Evaluation:** Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors or first- and second-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

**Attributes:** AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST pre-1900 Requirement

Fall 2023

SEM Section: 01    TR 11:20 am - 12:35 pm    Stefan B. Aune

**AMST 164 (S) Communications in Early America (DPE) (WS)**

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities developed to record, remember, advocate, persuade, resist, and express their expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations; artistic and natural science paintings, engravings, and visual culture that circulated through the Atlantic World; diaries and journals as forms of personal as well as collective memory. In the latter part, we will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions;
memorials and monuments that communities created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power, and spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century. This course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum as well as digital spaces.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 164(D2) HIST 163(D2)
Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.
Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities
Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2024
SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 203 (S) Militarism and American Culture (DPE)
This course examines the impact of warfare on the history of the United States. Considering a range of conflicts, from the violence of European colonialism to the ongoing War on Terror, the course pays particular attention to the ways in which military violence has shaped (and been shaped by) American culture. In particular, students will engage with texts that interrogate the relationship between race and violence in US history. Students will analyze shifting representations of war through engagement with cultural texts such as film, television, literature, and comics. The scope will be broad, with attention paid to larger conflicts such as the World Wars and the Cold War, as well the lesser-known wars and occupations that have continually occupied the US military.
Requirements/Evaluation: Assignments will include daily discussion, short papers, and essay exams for the midterm and final.
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: American Studies majors and students that have taken introductory AMST or History courses.
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: Readings, assignments, and discussions in the course will focus on the relationship between race, class, gender, sexuality, and expansion of US power. In particular, students will engage with texts that interrogate the relationship between race and violence in US history, a relationship implicated in many of the topics we will focus on, including the "Indian Wars" of US continental expansion, the seizure of
overseas territories such as the Philippines, and encounters with the Middle East.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement

Spring 2024
SEM Section: 01 Cancelled

AMST 213 (F) Asian/American Identities in Motion (DPE)

Cross-listings: THEA 216 / DANC 216 / ASIA 216 / AAS 216 / GBST 214

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 216(D1) DANC 216(D1) ASIA 216(D1) AAS 216(D2) GBST 214(D2) AMST 213(D2)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2023
SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 218 (S) Black and Brown Jacobins (DPE) (WS)

Cross-listings: PSCI 249

Primary Cross-listing

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, Black Jacobins, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois’ great book, Black Reconstruction in America. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Mandatory in-class free writing, three position papers, three mandatory in-class debates, final exam
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: AMST majors or prospective majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 249(D2) AMST 218(D2)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement PSCI Political Theory Courses

Spring 2024
SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

AMST 222 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: AFR 222 / MUS 217 / ENGL 221

Primary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"—a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: AMST majors or prospective majors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the
material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to
the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01    TR 8:30 am - 9:45 am     Brian  Murphy

AMST 226  (S) Gender and the Dancing Body  (DPE)
Cross-listings: WGSS 226 / THEA 226 / DANC 226
Secondary Cross-listing
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of
the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has
been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to
dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course
and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final
cumulative essay.
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first years and sophomores
Expected Class Size: 10-15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's
historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide
examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social
inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2024
SEM Section: 01    WF 11:00 am - 12:15 pm     Munjulika R. Tarah

AMST 237  (F) Islam in the United States: Race, Religion, Politics  (DPE)
Cross-listings: AAS 237 / AFR 237 / REL 237
Secondary Cross-listing
Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent
and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political
resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era,
American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking
Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will
therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these
competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States.
Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical
primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who
Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from
religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 237(D2) AFR 237(D2) AMST 237(D2) REL 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.
Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01    MW 8:30 am - 9:45 am     Zaid  Adhami

AMST 247 (S) Cities, Suburbs, and Rural Places  (DPE)

Cross-listings: ENVI 257 / LATS 230
Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, immigrants have increasingly settled in U.S. suburbs. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places and the relationships between these various spaces. We ask how geographically specific forces and actors shape these trends, as well as the spatially uneven outcomes of complex processes like globalization. This interdisciplinary course highlights racial, legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new places. Through a range of textual materials (academic, technical, popular, visual), we explore why people migrate, the origin of the "illegal alien" figure, economic restructuring and local immigration policies, environmental justice, place-making and community development. Rooted in critical race geographies, case studies are often comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. We analyze how documentation status and perceptions of illegality affect the lived experiences of Latines. This course will be mostly discussion-based, with grading based on participation, short writing exercises, three assignments, a midterm examination, and a final exam.
Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.
Requirements/Evaluation: Class participation, weekly in-class writing, three 3-6 page essays, a midterm, and a final examination. All writing materials and exams are based on coursework.
Prerequisites: None
Enrollment Limit: 25
Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives
AMST 253 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)

Cross-listings: AAS 253 / LATS 254

Secondary Cross-listing

This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one’s relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the bodymind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology, literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 253(D2) AMST 253(D2) LATS 254(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 / LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action.
Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Class Format:** Lecture with small- and whole-group discussions

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History and American Studies majors, followed by first- and second-year students

**Expected Class Size:** 30-40

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254(D2) AMST 254(D2) LEAD 254(D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

**Fall 2023**

LEC Section: 01    TR 9:55 am - 11:10 am    Christine DeLucia

**AMST 299  (F) Let the Record Show: U.S. Literature of Research and Witness** (DPE) (WS)

**Cross-listings:** ENGL 299

**Primary Cross-listing**

This is a course on the literature of research and witness in the U.S., from 1853 to the present. We will train our attention on works of long form journalism that stand at the intersection of reportage, archival history, documentary nonfiction, narrative and activism. The writers we study present quantitative and qualitative data that document the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development. How have American writers defied disciplinary boundaries to speak truth to power? What critical reading skills are mobilized by books of sweeping scope and unflinching detail? The course will be taught in reverse chronological order. Readings include: Sarah Schulman, *Let the Record Show;* Layli Long Soldier, *Whereas;* Nicholas Lemann, *The Promised Land;* Theresa Hak Kyung Cha, *Dictee;* James Agee, *Let Us Now Praise Famous Men;* Tillie Olsen, *Yonnondio;* Ida B. Wells, *A Red Record;* and Harriet Beecher Stowe, *Key to Uncle Tom's Cabin.*

**Requirements/Evaluation:** Evaluation will be based on class participation, writing and discussion. According to the tutorial format, you will be expected to write a critical paper every other week, alternating with the critical response to your partner's work.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This is a tutorial for sophomores. Priority will be given to potential American Studies majors, especially those who have
taken AMST101; potential English majors will be considered as space is available.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 299(D2) ENGL 299(D1)

**Writing Skills Notes:** As per traditional tutorial format, this course will be writing intensive. Every week, one student will write a 5-page paper responding to the readings of the week; the other student will craft a response (a combination of written notes and critical conversation). The total amount of writing for each student will thus be upwards of 30 pages. There will be considerable attention given to argument, use of evidence, etc. The option to revise a paper will always be available.

**Difference, Power, and Equity Notes:** This course shares the core mission of the DPE initiative: to teach students how to “analyze the shaping of social differences, dynamics of unequal power, and processes of change.” The course is built around U.S. texts that speak truth to power. Researching and exposing the quantitative and qualitative data that prove the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development, the writers we will study merge research, writing and activism.

**Attributes:** AMST Arts in Context Electives

---

Fall 2023

**TUT Section:** T1 TBA Cassandra J. Cleghorn

**AMST 306 (S) Building Power: Race and American Architecture (DPE)**

**Cross-listings:** AAS 306 / ARTH 306

**Primary Cross-listing**

This course explores the many ways race is constructed through American architecture. We will survey different methodologies for linking architecture and race, including uncovering the history of buildings in the nation's capital, analyzing public housing and “domestic war,” and theorizing how racial difference and racialized power -- including white supremacy -- are implicated within modern architectural theory. Our readings will be drawn from Asian American, Latinx, and Black studies, as well as architectural history, art history, and urban studies. Together we will attempt to answer several questions about racialized architecture, such as why Asianess has often been associated with domestic interiors, how Blackness is coded in particular built forms, such as skyscrapers, and how architects and planners deploy the visual language of the Latinx barrio to mitigate anti-immigrant fear. We will also explore how BIPOC artists, architects, writers, and scholars engage architecture as a standpoint of critique, pushing back against the racialization of architecture and offer alternative or new ways of thinking about structures and space. While foregrounding race, the course will necessarily require intersectional thinking in relation (but not limited) to class, gender, citizenship, and ability.

**Requirements/Evaluation:** Students will be evaluated on response papers, discussion questions, and a final research project on an architectural object, theory, or style.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** First- and second-year students

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 306(D2) AAS 306(D2) ARTH 306(D1)

**Difference, Power, and Equity Notes:** The course examines how the production of racial categories and the maintenance of racial hierarchy and difference works through built forms, architectural style, and architectural theory. Students will see how buildings maintain social power, as well as how writers, architects, artists, and scholars use the architectural imagination to grapple with questions of racialized exclusion, dispossession, and crisis.

**Attributes:** AAS Non-Core Electives AMST Arts in Context Electives AMST Space and Place Electives

---

Spring 2024
The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison’s unfinished second novel. After publishing the acclaimed Invisible Man in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn’t he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison’s novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison’s manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.


Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit: ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison’s unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

AMST 345 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)

Cross-listings: AFR 353 / GBST 344

Primary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race,
race and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shennong, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2023

SEM Section: 01  W 1:10 pm - 3:50 pm  Souhail Chichah

AMST 358  (F) Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings: LATS 341 / THEA 341 / WGSS 347 / SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15
This course is cross-listed and the prefixes carry the following divisional credit:
LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2023
SEM Section: 01   Cancelled

AMST 360  (S)  The Atlantic World: Connections, Crossings, and Confluences  (DPE)

Cross-listings:  HIST 361

Secondary Cross-listing
This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared or competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" history through a transnational and transoceanic lens. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it traces pathways for recasting the nature and meanings of these connected spaces and histories. In addition, the course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 360(D2) HIST 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in recovering and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2024
AMST 361 (S) Marking Presence: Reading (Dis)ability into Latinx Media (DPE)

Cross-listings: WGSS 361 / LATS 344

Secondary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia’s (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability into media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 361(D2) WGSS 361(D2) LATS 344(D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives

Spring 2024

SEM Section: 01  MR 2:35 pm - 3:50 pm  Maria Elena Cepeda

AMST 364 (F) Trans Film and Media (DPE)

Cross-listings: WGSS 311

Secondary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.
**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
WGSS 311(D2) AMST 364(D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2023

SEM Section: 01  M 7:00 pm - 9:40 pm  Abram J. Lewis

**AMST 369 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** WGSS 332

**Secondary Cross-listing**

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
WGSS 332(D2) AMST 369(D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.
AMST 371  (S)  Rebels, Guerillas, and Insurgents: Resistance and Repression in US History  (DPE)

This course examines histories of resistance and repression throughout US history. We will consider the role of militancy in social or revolutionary movements, how states deploy power to respond to those movements, and debates around “violence” and political action. Wide ranging in both chronology and topic, course materials will explore slavery, piracy, indigenous resistance to US continental expansion, the expansion of US empire to places like Hawaii and the Philippines, social movements focused on race, class, gender, sexuality, and citizenship, as well as struggles over environmental justice and indigenous sovereignty. The course will also interrogate the rise of far-right paramilitary violence in the United States and the backlash to the social movements of the 1960s and 70s. Students will develop their skills in reading, writing, and communication, and classes will emphasize engagement with primary sources, cultural texts, and different forms of media.

Requirements/Evaluation:  Assignments will include participatory discussion, short papers, a midterm, and a final exam.

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  Preference for upper-level (Junior/Senior) students, and students that have taken introductory courses in American Studies, History, and other Humanities disciplines

Expected Class Size:  20

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes:  This course focuses on resistance to different forms of inequality throughout US history. Students will gain a greater understanding of how race, gender, sexuality, class, and citizenship have been debated, contested, and reified through processes of resistance and repression. The course materials will seek to highlight the voices of groups and individuals that have often been left out of mainstream historical narratives.

Attributes:  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST pre-1900 Requirement  AMST Space and Place Electives
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023
SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

AMST 373 (F) US Empire in the Philippines: Capitalism, Colonialism, and Revolution (DPE)
Cross-listings: AAS 373
Primary Cross-listing

When the United States of America took official colonial control of the Philippines in 1898, Filipinos had already been fighting an anti-colonial struggle against Spain for several years. With the start of the Philippine-American War in 1899, that fight continued. Keeping the always-present possibilities of Filipino revolt in mind, this course takes an interdisciplinary approach to the study of U.S. empire-building in the Philippines from the late-nineteenth to the mid-twentieth centuries. We will frame our understanding in terms of racial capitalism and the coloniality of power, with particular attention to the materiality of empire -- infrastructure, architecture, financing, markets, and population management -- and U.S. empire's production of racial, gender, indigenous, religious, and sexual categories and difference. Our readings may be drawn from critical ethnic studies, gender & sexuality studies, American studies, postcolonial theory, Black studies, disability studies, and more. Topics include the military "management" of Muslim, Christian, and animist groups, the Katipunan society, interracial intimacies, and early 20th century Filipino migration to the United States. Students are expected to take an active role in discussion, but no prior knowledge of the Philippines is expected.

Requirements/Evaluation: Evaluation will be based on a semi-self-paced portfolio model: by two different points in the semester, students will be responsible for handing in a collection of 1-2 page response papers, discussion posts, discussion questions, and/or a paper analyzing a primary source or theoretical argument. The minimum requirement is a word count e.g. 3,000 words by 10/15, another 3,000 by 11/15. For the final, students will collect their work, revise at least 30% of it according to professor and peer feedback, and write a final reflection paper. In pairs, students will also lead discussion during one or more class sessions.

Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: First priority will go to AAS concentrators and AMST prospective and declared majors
Expected Class Size: 10-15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 373(D2) AMST 373(D2)

Difference, Power, and Equity Notes: This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and ableist categories in the context of world-historic systems of power, namely capitalism and colonialism. It tracks the unequal relations of power between American colonizers and Filipino colonized subjects, while keeping live the inherent power of Filipino people for revolt.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023
SEM Section: 01 MW 11:00 am - 12:15 pm Jan Padios
AMST 374 (S) Black Critical Theory, Black Avant-Garde (DPE)

Cross-listings: ENGL 311 / AFR 376

Primary Cross-listing

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theory. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 311(D1) AFR 376(D2) AMST 374(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

AMST 375 (S) Asian American Sexualities (DPE)

Cross-listings: WGSS 375 / AAS 375

Primary Cross-listing

Often framed as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own sexualities? Anchored in this question, this theory-intensive course introduces students to core texts in Asian American Studies, feminist and queer criticism, and performance studies alongside a host of cultural productions (e.g., film, visual art, performance, poetry). It will focus on an array of topics, including western demands to "come out," the history and activism of "comfort women," HIV/AIDS, orientalism/ornamentalism, the criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

Requirements/Evaluation: in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

Prerequisites: preferably AMST 125 or WGSS 101/202

Enrollment Limit: 20

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 375(D2) WGSS 375(D2) AAS 375(D2)

**Difference, Power, and Equity Notes:** This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

**Attributes:** AAS Core Electives  AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives

---

**Spring 2024**
SEM Section: 01  TF 1:10 pm - 2:25 pm  Kelly I. Chung

**AMST 392  (F)(S)  Black Ecologies: Performances of a Racial & Sexual Environmental Ethics  (DPE)**

**Cross-listings:** WGSS 392 / THEA 392 / AFR 355

**Secondary Cross-listing**
In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks "are only certain people allowed to nature and its benefits?" In the wake of slogans like "Black Lives Matter," the statement provokes thought on the black body's dehumanized representation within (and in connection to) material culture. Moreover, it centers these violent histories and how performances of anti-blackness are rendered intrinsic to the exploitation of the natural world. In this class we will explore this emerging field of Black Ecologies. We will assess how the concept can further radicalize grassroots initiatives for social justice, inform our understanding on the history of American slavery, and reframe our approaches to environmentalism through a Queer and Feminist Lens. Most excitingly, we will view performances such as Barry Jenkins *Moonlight* (from a Black and Queer socio-ecological perspective), watch episodes of Ava Duvernay's *Queen Sugar* and even Beyoncé's concert: *Renaissance*. These contemporary case studies provide us entry into an ecological ethic that centers non-human engagements where we might imagine otherwise possibilities for living in and creating liberated futures.

**Requirements/Evaluation:**  20% Weekly Journal Entries on Discussion Board; 20% Mini-Assignment 1; 20% Mini-Assignment 2; 25% Final Presentation; 15% Participation

**Prerequisites:** N/A

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 392(D2) THEA 392(D1) AMST 392(D2) AFR 355(D2)

**Attributes, Power, and Equity Notes:** Deal fundamentally with axes of difference and various arrays of power and privilege.

---

**Spring 2024**
SEM Section: 01  TR 11:20 am - 12:35 pm  Iyanna C. Hamby

**AMST 409  (F)  Prehistories of the War on Terror  (DPE) (WS)**

On September 11th, 2001, members of the terrorist organization Al-Qaeda hijacked four airplanes and crashed them into the World Trade Center, the Pentagon, and rural Pennsylvania. For many Americans this tragedy seemed to come out of nowhere. In an attempt to historicize these shocking events, and the global wars that resulted from them, this course will examine the prehistories of the War on Terror. We will study the United States' emergence as a global power after World War II, US foreign policy and its relationship to the Middle East, and the political and cultural currents that informed American responses to the events of 9/11. We will also explore the history of the War on Terror itself. Topics will include the Cold War, the
environmental history of oil, the history of terrorism, the relationship between race and war, and the invasions of Afghanistan and Iraq.

**Requirements/Evaluation:** Assignments will include participatory discussion, daily responses to assigned readings, short papers, and a research paper.

**Prerequisites:** Introductory course in American Studies or History; or some prior coursework on US history, empire, foreign relations, race, environment, and violence.

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors and students that have completed upper-level coursework in American Studies, History and related fields.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In this workshop-style course students will focus on developing their skills in reading primary and secondary literature, advancing historical arguments, conducting research, engaging in discussion, and producing academic writing. Short writing assignments, peer review, and revision will break down the research process into manageable parts, scaffolding to a final research paper.

**Difference, Power, and Equity Notes:** This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality, with an emphasis on the Cold War and War on Terror. Students will develop tools to analyze how power shapes the differences produced by colonialism, empire, global capitalism, and similar historical processes.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Stefan B. Aune

**AMST 412 (S) Cold War Archaeology** (DPE) (WS)

**Cross-listings:** STS 412 / AFR 394

**Primary Cross-listing**

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

**Requirements/Evaluation:** Three short papers, in-class writing/reflective work, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST majors or prospective majors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 412(D2) STS 412(D2) AFR 394(D2)

**Writing Skills Notes:** Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.
Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives  AMST Space and Place Electives

Spring 2024
SEM Section: 01    TR 8:30 am - 9:45 am     Brian Murphy

AMST 414  (S) Race and Performance  (DPE) (WS)

Cross-listings: AAS 414 / WGSS 414

Primary Cross-listing
How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)
Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields
Enrollment Limit: 12
Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 414(D2) WGSS 414(D2) AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone  AMST 400-level Senior Seminars  WGSS Theory Courses

Spring 2024
SEM Section: 01    W 1:10 pm - 3:50 pm     Kelly I. Chung

AMST 455  (F) Material Cultures in North American History  (DPE)

Cross-listings: HIST 455

Secondary Cross-listing
Material culture studies consider the dynamic relationships that people develop with the physical world. Tangible items like clothing, furniture, tools, and the built environment are all shaped by communities' identities, aspirations, resources, struggles, and forms of power. This course approaches North American histories through the lens of materiality, and examines how interdisciplinary methodologies can illuminate multiple or alternate understandings of the past--and its continuing impacts in the twenty-first century. While many historians emphasize written archives and documents as primary sources, scholars and practitioners of material culture studies center everyday as well as exceptional material items that communities have
produced and interacted with over many generations. Equally important are the afterlives of these items. At different turns, and across time, social
groups have cherished certain belongings; contested, rejected, or remade them; ascribed and activated meanings that may be very different from what
the original makers conceived. These continuing transits compel reckoning with major issues of justice, rights, restitution, and sovereignty. The course
traces key theories, ethics, and practices of caretaking, preservation, repatriation, curation, creative re-making, and digitization. Members will
participate in a series of visits to area museums, collections, and meaningful places to deepen skills of critical analysis. The scope of the course is
North American and at times transoceanic. It also includes substantial focus on our location in the Northeast and local formations of materiality and
memory, as well as topics in Native American and Indigenous Studies, settler colonialism, and decolonizing approaches. Class members will build
familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and
carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the
communities who engage with them.

Requirements/Evaluation: Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

Prerequisites: Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, junior and senior History and American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 455(D2) AMST 455(D2)

Difference, Power, and Equity Notes: This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Christine DeLucia

ANTH 101 (F)(S) How To Be Human (DPE)

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.
ANTH 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: PSCI 220 / ASIA 208 / GBST 208

Primary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 / GBST 219

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.
Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ENVI 254 / STS 254

Primary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 254(D2) | ENVI 254(D2) | STS 254(D2)

**Writing Skills Notes:** Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

**Difference, Power, and Equity Notes:** We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

**Attributes:** ENVI Humanities, Arts + Social Science Electives  PHLH Nutrition, Food Security + Environmental Health

Spring 2024

TUT Section: T1  TBA  Kim Gutschow

ANTH 258  (F)  Buddhism, Social Change, & Reproductive Justice in the Anthropocene  (DPE)  (WS)

**Cross-listings:** ASIA 258 / WGSS 225 / REL 258

**Primary Cross-listing**

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya—the Buddha's mother, who died shortly after delivering him; Pajapati—the Buddha's stepmother & aunt who raised him; and Yasodhara—his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupte modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

**Requirements/Evaluation:** Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

**Prerequisites:** none, but a course in ANTH or REL is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, REL, WGSS majors and ASIA concentrators

**Expected Class Size:** 10

**Grading:**  no pass/fail option,  no fifth course option

**Distributions:** (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

- ASIA 258(D2)
- WGSS 225(D2)
- REL 258(D2)
- ANTH 258(D2)

**Writing Skills Notes:** We write every week—either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

**Difference, Power, and Equity Notes:** We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1  TBA  Kim Gutschow

ANTH 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE)  (WS)

**Cross-listings:** ASIA 269 / STS 269 / REL 269

**Secondary Cross-listing**
This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators—all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2023

ANTH 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 / WGSS 371

Primary Cross-listing

We study and seek “campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries.” -- Sexual Citizens (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19
Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 370(D2) WGSS 371(D2) ANTH 371(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to ‘improve’ community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  PHLH Methods in Public Health  WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024
SEM Section: 01  M 7:00 pm - 9:40 pm  Kim Gutschow

ARAB 201  (F) Intermediate Arabic I  (DPE) (WS)
This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2023
SEM Section: 01  MWF 11:00 am - 12:15 pm  Nicholas R Mangialardi

ARAB 207  (F) The Modern Middle East  (DPE)

Cross-listings: HIST 207 / LEAD 207 / GBST 102 / JWST 217 / REL 239

Secondary Cross-listing
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing
western political and economic domination.

**Requirements/Evaluation:** participation, online responses, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2023

LEC Section: 01  MW 11:00 am - 12:15 pm  Magnús T. Bernhardsson

**ARAB 209 (F) Saharan Imagination** (DPE) (WS)

**Cross-listings:** COMP 234 / ENVI 208

**Primary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** 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.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

---

**Fall 2023**

**SEM Section:** 01    MR 1:10 pm - 2:25 pm    Brahim El Guabli

**ARAB 211 (S) Understanding 9/11 and the War in Iraq** (DPE) (WS)

**Cross-listings:** HIST 116

**Secondary Cross-listing**

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

**Requirements/Evaluation:** Several short papers and a final oral history.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** First-years and sophomores.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 211(D2) HIST 116(D2)

**Writing Skills Notes:** In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

**Difference, Power, and Equity Notes:** This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

**Attributes:** HIST Group E Electives - Middle East    HIST Group G Electives - Global History

---

**Spring 2024**

**LEC Section:** 01    MWF 11:00 am - 12:15 pm    Magnús T. Bernhardsson

**ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance** (DPE) (WS)

**Cross-listings:** MUS 214 / COMP 270

**Primary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving
centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

Grading: Yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 214(D1) MUS 214(D1) COMP 270(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Nicholas R Mangialardi

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 18

Enrollment Preferences: Arabic Studies, or students who completed ARAB 301

Expected Class Size: 7

Grading: Yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2024
ARAB 308 (F) The Nile (DPE)

**Cross-listings:** ENVI 335 / AFR 350 / HIST 308 / GBST 320

**Secondary Cross-listing**

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity’s most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

**Requirements/Evaluation:** short papers and final project/paper

**Prerequisites:** none, though background in Middle East history is preferable

**Enrollment Limit:** 19

**Enrollment Preferences:** History and Arabic Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

**Difference, Power, and Equity Notes:** 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.

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson

ARAB 363 (S) Where are all the Jews? (DPE) (WS)

**Cross-listings:** JWST 268 / REL 268 / COMP 363

**Primary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and ever different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one
ten-page final paper; one presentation.

Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363(D1) JWST 268(D2) REL 268(D2) COMP 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 403  (F) Beyond the Letter: Visual Culture in the Arabic-Speaking World  (DPE) (WS)

Whereas poetry has been historically celebrated as the defining form of an "authentic" Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoart, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less "authentic" Arab culture. In this course, we will challenge this false dichotomy by examining a variety visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will active advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

Requirements/Evaluation: Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3 pages; two in-class presentations; a final 10-pages essay.

Prerequisites: ARAB 302
Enrollment Limit: 10
Enrollment Preferences: ARBIC
Expected Class Size: 7
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write 2-3 pages weekly and will produce a 10-pages essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

Difference, Power, and Equity Notes: This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.
ARAB 404 (S) Topics in Contemporary Arab Cultures (DPE) (WS)
What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

Class Format: The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

Requirements/Evaluation: Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled, preference will be given to Arabic majors.

Expected Class Size: 7

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Spring 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Lama Nassif

ARTH 105 (S) Arts of South Asia (DPE)

Cross-listings: ASIA 105

Primary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.


Prerequisites: none, open to all students

Enrollment Limit: 60

Enrollment Preferences: First years, sophomores and juniors
**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 105(D1) ARTH 105(D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

---

**Spring 2024**

**LEC Section: 01** MW 11:00 am - 12:15 pm  Murad K. Mumtaz

ARHT 106 (F) An Invitation to World Architecture (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Class Format:** This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

**Requirements/Evaluation:** Written evaluative measures: 6 - 8 object lab assignments and / or written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

**Prerequisites:** none

**Enrollment Limit:** 45

**Enrollment Preferences:** This course has a running waitlist. Students waitlisted from past semesters will have enrollment priority, followed by art history majors, and then first-year students.

**Expected Class Size:** 45

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

---

**Fall 2023**

**CON Section: 02** W 8:30 am - 9:45 am  Michelle M. Apotsos

**LEC Section: 01** TR 11:20 am - 12:35 pm  Michelle M. Apotsos

**CON Section: 04** W 1:10 pm - 2:25 pm  Michelle M. Apotsos

**CON Section: 03** W 11:00 am - 12:15 pm  Michelle M. Apotsos
ARTH 210  (F)  Intro to Latin American and Latinx 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. Latinx 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 Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: if overenrolled, waitlisted students will be selected on a lottery

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 Courses  LATS Countries of Origin + Transnationalism Elect

Fall 2023

LEC Section: 01    TR 9:55 am - 11:10 am     Mari Rodriguez Binnie

ARTH 235  (S)(F)  Taswirkhana: Technique and Practice of Indian Drawing and Painting  (DPE)

Cross-listings: ASIA 239 / ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 18

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $400

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2024
STU Section: 01 M 7:00 pm - 9:40 pm Murad K. Mumtaz

ARTH 246  (S)  Museum Culture: Do you see what I see?!  (DPE)
We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on so many variables--who we are, where we are, and what we choose to look at. A critical question is how art figures and what agency it wields in millennial settings. This class is an opportunity to explore these issues with particular reference to museums and the objects enshrined therein. Digitized collections enable us to wander freely in space and time, following ideas/images through history even as we might also engage the 'real thing' in person. Our approach will be comparative and interrogative; case studies might range from an oil painting to a wooden sculpture, a coin to an illuminated manuscript, a photograph to a video. Along the way, we will consider what "art" really is and how different visual cultures might be presented or distorted in museum exhibitions and public spaces.

Requirements/Evaluation: Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Sophomores and majors.
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will cover museums in diverse cultures and explore the porous boundaries between the "Orient", Europe and America. How art manifests inequalities of power and how museums privilege or erase particular groups of people will be addressed. Because collecting art entails money and privilege, understanding art history entails exploring social and cultural hierarchies.

Attributes: ARTH post-1800 Courses

Spring 2024
SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

ARTH 306  (S)  Building Power: Race and American Architecture  (DPE)
Cross-listings: AMST 306 / AAS 306

Secondary Cross-listing
This course explores the many ways race is constructed through American architecture. We will survey different methodologies for linking architecture and race, including uncovering the history of buildings in the nation's capital, analyzing public housing and "domestic war," and theorizing how racial difference and racialized power -- including white supremacy -- are implicated within modern architectural theory. Our readings will be drawn from Asian American, Latinx, and Black studies, as well as architectural history, art history, and urban studies. Together we will attempt to answer several questions about racialized architecture, such as why Asianness has often been associated with domestic interiors, how Blackness is coded in particular built forms, such as skyscrapers, and how architects and planners deploy the visual language of the Latinx barrio to mitigate anti-immigrant fear. We will also explore how BIPOC artists, architects, writers, and scholars engage architecture as a standpoint of critique, pushing back against the racialization of architecture and offer alternative or new ways of thinking about structures and space. While foregrounding race, the course will necessarily require intersectional thinking in relation (but not limited) to class, gender, citizenship, and ability.

Requirements/Evaluation: Students will be evaluated on response papers, discussion questions, and a final research project on an architectural object, theory, or style.
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: First- and second-year students
Expected Class Size: 10-15
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 306(D2) AAS 306(D2) ARTH 306(D1)

Difference, Power, and Equity Notes: The course examines how the production of racial categories and the maintenance of racial hierarchy and difference works through built forms, architectural style, and architectural theory. Students will see how buildings maintain social power, as well as how writers, architects, artists, and scholars use the architectural imagination to grapple with questions of racialized exclusion, dispossession, and crisis.

Attributes: AAS Non-Core Electives AMST Arts in Context Electives AMST Space and Place Electives

Spring 2024
SEM Section: 01 Cancelled

ARTH 322 (F) Cold War Aesthetics in Latin America (DPE) (WS)
The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore “everywhere and nowhere,” as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War in Latin America as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad—and often conflicting—ideas regarding power, cultural influence, modernization, and revolution.

Requirements/Evaluation: Active participation, leading discussion, and five four-page writing assignments.
Prerequisites: One ARTH course.
Enrollment Limit: 12
Enrollment Preferences: If overenrolled, preference will be given to Art History majors.
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 Courses

Fall 2023
SEM Section: 01 W 1:10 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 521 (F) Islam and the Image (DPE) (WS)
Cross-listings: REL 420
Primary Cross-listing

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim
audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The 
seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of 
Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the 
historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in 
ligh of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have 
collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in 
"South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the 
same albums--are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better 
understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to 
devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation:  class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates 
must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 420(D2) ARTH 521(D1)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for 
undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After 
receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with 
non-Western cultures and epistemologies.

Attributes: ARTH pre-1800 Courses

Fall 2023

SEM Section: 01  M 10:00 am - 12:50 pm  Murad K. Mumtaz

ARTS 112 (F)(S) Introduction to Documentary Filmmaking  (DPE)

In a 2010 article, New York Times film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the 
intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, 
acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical 
foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, 
sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor 
filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: majors have priority

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $250-$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid 
recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics--who and how we represent onscreen.
Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Fall 2023
STU Section: 02  T 1:10 pm - 3:50 pm  Cecilia Aldarondo
STU Section: 01  T 8:30 am - 11:10 am  Cecilia Aldarondo

Spring 2024
STU Section: 01  Cancelled

ARTS 222  (S)  Critical Practice of Architecture: Theories, Methods, and Techniques  (DPE)
Cross-listings:  ENVI 202
Primary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation:  This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites:  Drawing I or permission of instructor.
Enrollment Limit:  12
Enrollment Preferences:  Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Materials/Lab Fee:  $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.
Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 202(D1) ARTS 222(D1)

Difference, Power, and Equity Notes:  This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.
Attributes:  ENVI Humanities, Arts + Social Science Electives

Spring 2024
STU Section: 01  T 9:55 am - 12:35 pm  Giuseppina Forte

ARTS 244  (S)(F)  Taswirkhana: Technique and Practice of Indian Drawing and Painting  (DPE)
Cross-listings:  ASIA 239
Primary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will
learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Requirements/Evaluation:** Class participation, discussions and critiques, successful completion of all assignments and attendance

**Prerequisites:** none, open to all students

**Enrollment Limit:** 18

**Enrollment Preferences:** If the course over enrolls preference will be given to studio art and art history majors.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** $400

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 244(D1) ASIA 239(D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

---

**STU Section: 01**  
**Cancelled**

**Spring 2024**

**STU Section: 01**  
**M 7:00 pm - 9:40 pm**  
**Murad K. Mumtaz**

**ARTS 251  (S) The Personal Documentary  (DPE)**

In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

**Class Format:** In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

**Requirements/Evaluation:** preparation and participation; 3-4 short videos; daily diary; weekly film screenings, 1-2 readings per week

**Prerequisites:** 100 level video course or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** sophomores, juniors, majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** $250-$350  Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

---

**Spring 2024**
ARTS 261 (S)  Design and Environmental Justice  (DPE)

Cross-listings: ENVI 260

Secondary Cross-listing

This seminar/digital art studio offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment as disputed terrain between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will develop textual/graphic projects about a chosen case study aiming to reorient public perception and imagination around environmental justice. Case studies include contemporary issues like "natural" disasters, eco-cities, and urbanization in the Global South and North. Skills taught include design-thinking and collaborative design, digital art (Photoshop), and participation in collective reviews and public presentations. The class culminates in a presentation to external reviewers and a final exhibition.

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project).

Requirements/Evaluation: Active presence in class discussions and presentations, quality of work, depth and quality of the investigative process, willingness to experiment, and contributions to a collaborative learning environment. This intensive seminar/digital art studio requires working in the architecture studio and/or PC lab outside of scheduled class hours.

Prerequisites: Drawing I, ENVI 101, or permission from the instructor.

Enrollment Limit: 15

Enrollment Preferences: Envi majors and concentrators, Studio Art majors, Art History and Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $300-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 260(D2) ARTS 261(D1)

Difference, Power, and Equity Notes: This seminar/digital art studio examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2024

SEM Section: 01  TR 8:30 am - 9:45 am  Giuseppina Forte

ARTS 314  (F)  Design for the Pluriverse: Architecture, Urban Design, and Difference  (DPE)

Cross-listings: ENVI 310

Primary Cross-listing

The built environment has a critical role in shaping how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and change processes. This studio tutorial investigates the role of different environments in supporting or preventing specific spatial practices and ensuring spatial justice. Using approaches from activist design, students will work in pairs to re-imagine spaces where different ways of being in the world can thrive and coexist—the pluriverse. Students will use a media they master to investigate a theme connecting design, the built environment (architecture and urbanism), and spatial justice.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 300-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), creative writing (image-text booklets), digital humanities (cartographies, countermapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.
**Prerequisites:** 200-level course on students' medium of choice (for the final project) or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ARTS 314(D1) ENVI 310(D1)

**Difference, Power, and Equity Notes:** “Pluriverse” refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

---

**Fall 2023**

**TUT Section:** T1  TBA  Giuseppina Forte

**ARTS 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316

**Secondary Cross-listing**

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

**Class Format:** Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

**Requirements/Evaluation:** Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 15

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** $300-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 316(D2) ARTS 316(D1)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

---

**Fall 2023**
South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

Prerequisites: none, open to all students
Enrollment Limit: 60
Enrollment Preferences: First years, sophomores and juniors
Expected Class Size: 48
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 105(D1) ARTH 105(D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Attributes: GBST South + Southeast Asia Studies Electives

Spring 2024
LEC Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz

ASIA 127 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)
Cross-listings: WGSS 127 / CHIN 427
Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the
sky” add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 127(D1) WGSS 127(D2) CHIN 427(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Fall 2023

TUT Section: T1 TBA Li Yu

ASIA 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: PSCI 220 / GBST 208 / ANTH 208

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerrilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 220(D2)  ASIA 208(D2)  GBST 208(D2)  ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023
SEM Section: 01    MWF 10:00 am - 10:50 am     David B. Edwards

ASIA 215  (S)  Foundations of Confucian Thought  (DPE)  (WS)

Cross-listings:  REL 295 / CHIN 215

Secondary Cross-listing
How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the Analects (purported to record the words of Confucius himself), Mengzi (often romanized as "Mencius"), and Xunzi. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (ren), "moral power" (de), and "ritual propriety" (li); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

Grading:  yes pass/fail option,     yes fifth course option

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 295(D2)  CHIN 215(D1)  ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments ( 1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Spring 2024
SEM Section: 01    MWF 10:00 am - 10:50 am     Christopher M. B. Nugent

ASIA 216  (F)  Asian/American Identities in Motion  (DPE)

Cross-listings:  THEA 216 / DANC 216 / AAS 216 / GBST 214 / AMST 213

Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 216(D1) DANC 216(D1) ASIA 216(D1) AAS 216(D2) GBST 214(D2) AMST 213(D2)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives  AAS Gateway Courses

Fall 2023
SEM Section: 01    WF 11:00 am - 12:15 pm     Munjulika R. Tarah

ASIA 239  (S)(F)  Taswirkhana: Technique and Practice of Indian Drawing and Painting  (DPE)

Cross-listings: ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 18

Enrollment Preferences: If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $400

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 244(D1) ASIA 239(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream
modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2023
STU Section: 01  Cancelled

Spring 2024
STU Section: 01  M 7:00 pm - 9:40 pm  Murad K. Mumtaz

ASIA 258  (F)  Buddhism, Social Change, & Reproductive Justice in the Anthropocene  (DPE) (WS)
Cross-listings:  WGSS 225 / REL 258 / ANTH 258

Secondary Cross-listing
This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupte modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation:  Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites:  none, but a course in ANTH or REL is preferred

Enrollment Limit:  10

Enrollment Preferences:  ANTH, REL, WGSS majors and ASIA concentrators

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 258(D2)  WGSS 225(D2)  REL 258(D2)  ANTH 258(D2)

Writing Skills Notes:  We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes:  We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023
TUT Section: T1   TBA   Kim Gutschow

ASIA 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)
Cross-listings:  STS 269 / REL 269 / ANTH 269

Secondary Cross-listing
This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on
mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators—all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2023
TUT Section: T1 TBA Kim Gutschow

ASIA 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: COMP 271 / THEA 271 / CHIN 275 / AAS 275

Secondary Cross-listing

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are
encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Man He

ASIA 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: HIST 319 / WGSS 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

ASIA 353 (S) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ENGL 352 / COMP 350
Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors, then sophomores considering the major
Expected Class Size: 25
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 352(D1) ASIA 353(D1) COMP 350(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.
Attributes: ENGL Literary Histories C

Spring 2024
SEM Section: 01  MW 11:00 am - 12:15 pm  Paresh Chandra

BIOL 134 (F) The Tropics: Biology and Social Issues  (DPE)
Cross-listings: ENVI 134
Primary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate
Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam
Prerequisites: none
Enrollment Limit: 62
Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE
requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 62

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 134(D3) BIOL 134(D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

**CHIN 215 (S) Foundations of Confucian Thought** (DPE) (WS)

**Cross-listings:** REL 295 / ASIA 215

**Primary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the Analects (purported to record the words of Confucius himself), Mengzi (often romanized as "Mencius"), and Xunzi. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (ren), "moral power" (de), and "ritual propriety" (li); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 295(D2) CHIN 215(D1) ASIA 215(D1)

**Writing Skills Notes:** Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Spring 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent
Cross-listings: ASIA 275 / COMP 271 / THEA 271 / AAS 275

Primary Cross-listing

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the prosenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Man He

CHIN 427 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: ASIA 127 / WGSS 127

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother...
who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women’s roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong’s proclamation “women can hold up half of the sky” add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 127(D1) WGSS 127(D2) CHIN 427(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Fall 2023

TUT Section: T1 TBA Li Yu

CLAS 202 (S) Greek Tragedy (DPE)

Cross-listings: COMP 220 / THEA 220

Primary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus’ Agamemnon, Sophocles’ Electra, and Euripides’ Medea in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and
adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Classics, Comp Lit, and Theater majors; first-years; sophomores
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 202(D1) COMP 220(D1) THEA 220(D1)

Difference, Power, and Equity Notes: This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Spring 2024
SEM Section: 01 Cancelled

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)
Cross-listings: RLFR 106
Secondary Cross-listing
This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2024, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.
Requirements/Evaluation: Active class participation, grammar exercises, two short papers, midterm, and final paper.
Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.
Enrollment Limit: 16
Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.
Expected Class Size: 16
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading,
In April 1940, the Nazis invaded Denmark and Norway. In the lands of the Aurora Borealis and the Midnight Sun, the Nordic lights gave way to what seemed like one endless night of Nazi brutality. As the Danish and Norwegian peoples began five long years of occupation, Sweden remained neutral, walking the dangerous line between its role as a safe haven for Allied operatives and refugees (including Norwegian Resistors and Danish Jews) and its concessions to Nazi demands (for natural resources and troop movement across its borders). At the same time, Finland fought for its survival, first against the Soviet Union and then against the Nazis, in the boreal forests of its eastern border and the winter snows of its arctic north. In the Atlantic, the Danish colonial territories of Iceland, Greenland, and the Faroe Islands remained insulated from Nazi control in faraway Denmark, but struggled to maintain their autonomy, amid the occupation of their islands by Allied forces. While some Danes and Norwegians (like the writer Knut Hamsun and traitor Vidkun Quisling) collaborated with the Nazis, others risked their lives in the Resistance to carry out sabotage, espionage, and rescue others. Even as hundreds of Norwegian Jews were deported and murdered in Auschwitz, thousands of Danish Jews escaped to neutral Sweden with the help of their neighbors. Some Scandinavians continued this struggle beyond Nordic borders, like the Swedish diplomats Raoul Wallenberg (who saved thousands of European Jews in Budapest) and Raoul Nordling (whose careful diplomacy saved the city of Paris from total destruction). In this course, we will examine some of the most powerful literature and film on Scandinavia and World War II, and their representation of soldiers and civilians, invasion and occupation, collaboration and resistance, atrocities and genocide, cruelty and courage, survival and sacrifice. All readings and discussions in English.

**Requirements/Evaluation:** Active participation, two shorter papers, a midterm, and a longer final paper.

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Comparative Literature Majors, and those with compelling justification for admission.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in Scandinavian war literature and film. Through the study of war (as invasion and occupation, collaboration and resistance, atrocity and genocide), the course employs critical tools to teach students how to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on human violence and cruelty, sacrifice and solidarity.
### COMP 224 (F) Remembering the Great War: The First World War in Literature and Film

**Cross-listings:** RLFR 225

**Primary Cross-listing**

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 the 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. In our study of the Great War, 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, 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.*

**Requirements/Evaluation:** Active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (5-7 pages).

**Prerequisites:** None.

**Enrollment Limit:** 16

**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:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 225(D1) COMP 224(D1)

**Difference, Power, and Equity Notes:** 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.
COMP 234 (F) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / ENVI 208

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: 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.

Attributes: ENVI Humanities, Arts + Social Science Electives
Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.
Prerequisites: None.
Enrollment Limit: 19
Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 234(D1) AFR 236(D2) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

COMP 247 (F) Feminist Theatres: A Global Perspective (DPE) (WS)
Cross-listings: WGSS 250 / THEA 250 / ENGL 253

Secondary Cross-listing
What makes a work of theatre “feminist”? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utok-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner’s papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)
**Writing Skills Notes:** This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

---

**COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance**  (DPE) (WS)

**Cross-listings:** ARAB 214 / MUS 214

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 214(D1) MUS 214(D1) COMP 270(D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

---

**COMP 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres**  (DPE)

**Cross-listings:** ASIA 275 / THEA 271 / CHIN 275 / AAS 275

**Secondary Cross-listing**

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the
most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How
to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures
and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical
and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the
eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their
contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders;
(2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of
language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering
key performances held outside of the prosenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that
reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an
appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials
include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic
communities. All materials are in English. No language prerequisite.

Class Format: We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student
Protest materials

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home
midterm; and 4) participation in a final in-class theatre production.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are
encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit
majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural
space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a
distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm
or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Man He

COMP 299 (F) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294

Secondary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of
"occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under"
occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an
occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different
regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself
that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking
for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to
live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in
our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after
work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi,
Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

**Requirements/Evaluation:** Students will read fifty to eighty pages each week. Each student will participate in at least one roundtable discussion. Writing assignments: three essays of 5-6 pages, one of which will be revised and expanded as a final essay of 8-10 pages.

**Prerequisites:** 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

**Writing Skills Notes:** Students will write over 20 pages in the semester and they will receive extensive feedback.

**Difference, Power, and Equity Notes:** Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C

---

**COMP 310 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)**

**Cross-listings:** GBST 306 / AFR 306 / RLFR 320

**Secondary Cross-listing**

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

**Requirements/Evaluation:** Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

**Prerequisites:** Any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18

**Enrollment Preferences:** All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 306(D2) AFR 306(D2) RLFR 320(D1) COMP 310(D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

---

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

---

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Preea Leelah
What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twenty-first centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature of film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024
SEM Section: 01  Cancelled
admission. Seniors returning from Study Abroad (in France or other Francophone countries) are particularly welcome.

Expected Class Size: 16
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 318(D1) COMP 318(D1)

Difference, Power, and Equity Notes: As the course description explains, this course focuses on a critical examination of difference, power, and equity in twentieth-century France. The course also employs critical tools to teach students how to examine the roles of race and ethnicity, gender and sexuality, colonialism and immigration, in the French novel’s critical representation of war and disease, poverty and greed, urban isolation and cultural alienation during the twentieth-century.

Fall 2023
SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

COMP 327 (F) Romanticism, Belatedly (DPE)
Cross-listings: ENGL 324
Secondary Cross-listing

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrichs Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique," "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

Requirements/Evaluation: One mid-term essay (6-8 pages), one presentation or participation in roundtable, one final paper (12 pages)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors, then sophomores considering the major
Expected Class Size: 25
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 324(D1) COMP 327(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories B  ENGL Literary Histories C

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Paresh Chandra
COMP 350 (S) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ENGL 352 / ASIA 353

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation—from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 352(D1) ASIA 353(D1) COMP 350(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity—coloniality, race, caste, gender—as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Spring 2024

SEM Section: 01  MW 11:00 am - 12:15 pm  Paresh Chandra

COMP 360 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present (DPE)

Cross-listings: ENGL 364 / THEA 336

Secondary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B.Yeats, J.M.Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19
Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert “Irishness” as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

COMP 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 / JWST 268 / REL 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as midterms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363(D1) JWST 268(D2) REL 268(D2) COMP 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students’ writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2024
**COMP 415  (S)  Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World  (DPE)**

**Cross-listings:**  RLFR 415 / WGSS 415

**Secondary Cross-listing**

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire de Duras’ portrayal of the intersection between race and gender, Simone de Beauvoir’s challenge to traditional femininity and gender roles, and Ananda Devi’s intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

**Requirements/Evaluation:** Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

**Prerequisites:** Any 200-level RLFR course, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 415(D1) WGSS 415(D2) COMP 415(D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

---

**DANC 216  (F)  Asian/American Identities in Motion  (DPE)**

**Cross-listings:** THEA 216 / ASIA 216 / AAS 216 / GBST 214 / AMST 213

**Primary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives  AAS Gateway Courses

Fall 2023
SEM Section: 01    WF 11:00 am - 12:15 pm     Munjulika R. Tarah

DANC 226 (S) Gender and the Dancing Body  (DPE)
Cross-listings: AMST 226 / WGSS 226 / THEA 226

Primary Cross-listing
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option,  no fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2024
SEM Section: 01    WF 11:00 am - 12:15 pm     Munjulika R. Tarah

DANC 302 (S) Moving Words, Wording Dance  (DPE) (WS)
Cross-listings: ENGL 335

Primary Cross-listing
How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be
committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will submit a revision, and will discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Spring 2024

TUT Section: T1 TBA Munjulika R. Tarah

DANC 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: THEA 321 / MUS 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7 pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want
to take the class.

Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 323(D1) THEA 321(D1) MUS 323(D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Attributes: MUS World Music/ethnomusicology

Spring 2024
SEM Section: 01    MW 7:00 pm - 8:15 pm     Corinna S. Campbell

ECON 218  (F) Capital and Coercion (DPE)

Cross-listings: GBST 218

Primary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch “cultivation system” in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 218(D2) ECON 218(D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies Electives POEC Depth

Fall 2023
SEM Section: 01    TF 1:10 pm - 2:25 pm     Ashok S. Rai

ECON 257  (S) Economic Perspectives on Racial Inequality (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the determinants and consequences of racial differences in earnings and human capital; formal models of taste-based and statistical discrimination; racial segregation in neighborhoods and schools; the economic history of slavery, Reconstruction and the Civil Rights Movement; 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 161 will be useful, but is not required.

Requirements/Evaluation: exams, short written responses, problem sets, participation
Prerequisites: ECON 110
Enrollment Limit: 25
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option

ECON 382  (F)  Gentrification and Neighborhood Change  (DPE)
While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

Requirements/Evaluation: Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.
Prerequisites: Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.
Enrollment Limit: 10
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Difference, Power, and Equity Notes: Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.
Attributes: POEC Depth  POEC Skills
In this course we will read literature that is about migration experiences, border-crossings, and various forms of colonial displacement. Our aim in reading such literature will be not merely to study the problem of borders, displacement, and forced migration from a top-down perspective (like that of the analyst who, for the best of reasons, seeks to understand an issue in order to resolve it); but to shift our own perspective away from a position that assumes that the problem is not truly ours in the first place to deal with. While the contemporary issue of global migration and its particular manifestations in and around the site of the U.S.-Mexico border will be a central component of this course, our readings will not be limited to texts that deal exclusively with the historical present or the U.S.-Mexico border alone. As such, readings will likely include work by figures such as: Américo Paredes, Gloria Anzaldúa, Jason De León, Carmen Boullosa, Héctor Tobar, Javier Zamora, Tayeb Salih, Karen Tei Yamashita, Amara Lakhous, and others.

Requirements/Evaluation: at least 20 pages of writing, regular homework assignments, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout the globe with a particular emphasis on the Latin American diaspora in the U.S. It emphasizes forms and experiences of displacement produced by the histories of European colonialism and U.S. imperialism.

Attributes: LATS Countries of Origin + Transnationalism Elect

---

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.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be
burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2023
SEM Section: 01   TR 11:20 am - 12:35 pm   Kathryn R. Kent

ENGL 109  (S)  Narrating Change  (DPE)  (WS)
How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the other hand, if change does not cause such a transformation in the self, then how is it experienced? The works we will consider in this class will help us examine the ways human beings work through, think about, and represent change. The event of colonization will be our chief example and we will examine it through novels, critical theoretical works, and films that focus on Africa, South Asia and North America. Expect to encounter works by Chinua Achebe, Nadine Gordimer, Satyajit Ray, Saadat Hasan Manto, W.E.B. Du Bois and others.

Requirements/Evaluation: Four writing assignments, participation in classroom discussions and roundtables, and at least two individual conferences.
Prerequisites: no prerequisites
Enrollment Limit: 19
Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE)  (WS)

Writing Skills Notes: Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

Difference, Power, and Equity Notes: Almost all readings for this class require sustained engagement with questions of power, identity, and socioeconomic inequality.

Spring 2024
SEM Section: 01   MR 2:35 pm - 3:50 pm   Paresh Chandra

ENGL 113  (F)  The Feminist Poetry Movement  (DPE)  (WS)

Cross-listings: AMST 113 / WGSS 113
Primary Cross-listing
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first years
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 113(D2) WGSS 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2023
SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

ENGL 221 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: AFR 222 / MUS 217 / AMST 222

Secondary Cross-listing
The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced “diggin’ in the crates”—a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop’s tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19
Enrollment Preferences: AMST majors or prospective majors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one’s thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the
material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to
the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01    TR 8:30 am - 9:45 am     Brian Murphy

ENGL 231  (F)(S) Literature of the Sea  (DPE)
Cross-listings: MAST 231
Secondary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors’ homelands, careful examination of the oceanic experience is often pushed to the periphery—an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.
Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment
Prerequisites: N/A
Enrollment Limit: 25
Enrollment Preferences: Williams-Mystic Students only
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
MAST 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2023
SEM Section: 01    MW 10:30 am - 11:45 am     Ned G. Schaumberg

Spring 2024
SEM Section: 01    MW 10:30 am - 11:45 am     Ned G. Schaumberg

ENGL 253  (F) Feminist Theatres: A Global Perspective  (DPE) (WS)
Cross-listings: WGSS 250 / THEA 250 / COMP 247
Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utok-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gayatri Spivak, and others. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Fall 2023

TUT Section: T1 TBA Amy S. Holzapfel

ENGL 279 (S) Introduction to Latinx Literature: From 'I Am Joaquin' to Borderless-Future Dreams (DPE) (WS)

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literature produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement's significant aftermaths. This focus highlights the significant contributions Chicana/o voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanx, Central Americans, Afro-Latinx, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries' most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political
equality? To what extent does the Latinx subject’s political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture—from the city to the campo to the cultural in-between of the border.

Requirements/Evaluation: Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and an in-class presentation.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: Sophomores considering the English major, but juniors and seniors are also welcome.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Spring 2024

SEM Section: 01 Cancelled

ENGL 294 (F) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: COMP 299

Primary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read fifty to eighty pages each week. Each student will participate in at least one roundtable discussion. Writing assignments: three essays of 5-6 pages, one of which will be revised and expanded as a final essay of 8-10 pages.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)
**Writing Skills Notes:** Students will write over 20 pages in the semester and they will receive extensive feedback.

**Difference, Power, and Equity Notes:** Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

**Attributes:** ENGL 200-level Gateway Courses  ENGL Literary Histories C

---

**Fall 2023**

**ENGL 299 (F) Let the Record Show: U.S, Literature of Research and Witness (DPE) (WS)**

**Cross-listings:** AMST 299

**Secondary Cross-listing**

This is a course on the literature of research and witness in the U.S., from 1853 to the present. We will train our attention on works of long form journalism that stand at the intersection of reportage, archival history, documentary nonfiction, narrative and activism. The writers we study present quantitative and qualitative data that document the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development. How have American writers defied disciplinary boundaries to speak truth to power? What critical reading skills are mobilized by books of sweeping scope and unflinching detail? The course will be taught in reverse chronological order. Readings include: Sarah Schulman, Let the Record Show; Layli Long Soldier, Whereas; Nicholas Lemann, The Promised Land; Theresa Hak Kyung Cha, Dictee; James Agee, Let Us Now Praise Famous Men; Tillie Olsen, Yonnondio; Ida B. Wells, A Red Record; and Harriet Beecher Stowe, Key to Uncle Tom's Cabin.

**Requirements/Evaluation:** Evaluation will be based on class participation, writing and discussion. According to the tutorial format, you will be assigned a semester-long partner. You will be expected to write a critical paper every other week, alternating with the critical response to your partner's work.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This is a tutorial for sophomores. Priority will be given to potential American Studies majors, especially those who have taken AMST101; potential English majors will be considered as space is available.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)  (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 299(D2)  ENGL 299(D1)

**Writing Skills Notes:** As per traditional tutorial format, this course will be writing intensive. Every week, one student will write a 5-page paper responding to the readings of the week; the other student will craft a response (a combination of written notes and critical conversation). The total amount of writing for each student will thus be upwards of 30 pages. There will be considerable attention given to argument, use of evidence, etc. The option to revise a paper will always be available.

**Difference, Power, and Equity Notes:** This course shares the core mission of the DPE initiative: to teach students how to "analyze the shaping of social differences, dynamics of unequal power, and processes of change." The course is built around U.S. texts that speak truth to power. Researching and exposing the quantitative and qualitative data that prove the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development, the writers we will study merge research, writing and activism.

**Attributes:** AMST Arts in Context Electives

---

**Fall 2023**

**TUT Section: T1   TBA   Cassandra J. Cleghorn**

**ENGL 311 (S) Black Critical Theory, Black Avant-Garde (DPE)**

**Cross-listings:** AFR 376 / AMST 374

**Secondary Cross-listing**

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the
latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoria. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

**Requirements/Evaluation:** Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 311(D1) AFR 376(D2) AMST 374(D2)

**Difference, Power, and Equity Notes:** This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

---

Spring 2024

**ENGL 316 (F) Unfinishing America (DPE) (WS)**

**Cross-listings:** AMST 326

**Secondary Cross-listing**

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed Invisible Man in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

**Requirements/Evaluation:** Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Sophomores, Juniors, and Seniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

ENGL 324 (F) Romanticism, Belatedly (DPE)
Cross-listings: COMP 327

Primary Cross-listing

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Niral (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrichs Heine (German), Charles Baudelaire (French), and George Elliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory," "critique," "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

Requirements/Evaluation: One mid-term essay (6-8 pages), one presentation or participation in roundtable, one final paper (12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 324(D1) COMP 327(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Paresh Chandra
ENGL 335 (S) Moving Words, Wording Dance  (DPE) (WS)

Cross-listings: DANC 302

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will submit a revision, and will discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2024
TUT Section: T1  TBA  Munjulika R. Tarah

ENGL 341 (S) Sexuality in US Modernisms  (DPE)

Cross-listings: WGSS 342

Primary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as James, Cather, Far,
Hughes, Nugent, Stein, Fitzgerald, and Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Hartman, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9-page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 341(D1) WGSS 342(D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

**Spring 2024**

**SEM Section:** 01    TF 2:35 pm - 3:50 pm    Kathryn R. Kent

---

**ENGL 352 (S) Separation: An Introduction to Postcolonial Literature (DPE)**

**Cross-listings:** ASIA 353 / COMP 350

**Primary Cross-listing**

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

**Requirements/Evaluation:** mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 352(D1) ASIA 353(D1) COMP 350(D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.
ENGL 364 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present (DPE)

Cross-listings: COMP 360 / THEA 336

Secondary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B.Yeats, J.M.Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert "Irishness" as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C
ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134

Secondary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 62

Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

Expected Class Size: 62

Grading: no pass/fail option, no fifth course option

Unit Notes: Does not count for credit in the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 134(D3) BIOL 134(D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.
ENVI 202 (S) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ARTS 222

Secondary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 202(D1) ARTS 222(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

STU Section: 01 T 9:55 am - 12:35 pm Giuseppina Forte

ENVI 204 (F) Colonialism, Capitalism and Climate Crisis (DPE)

Cross-listings: GBST 233 / AFR 233

Secondary Cross-listing

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss
of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** 'Colonialism and my community' writing/poster assignment (5 pages) 20%; Either a video essay on a 'green' technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an emerging 'green' technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 233(D2) AFR 233(D2) ENVI 204(D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Black Landscapes  AFR Core Electives  ENVI Humanities, Arts + Social Science Electives

---

**ENVI 208 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 / COMP 234

**Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.
Difference, Power, and Equity Notes: 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.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2023

SEM Section: 01    MR 1:10 pm - 2:25 pm     Brahim El Guabli

ENVI 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: AFR 231 / STS 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231(D2) ENVI 231(D2) STS 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes  ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  GBST Economic Development Studies Electives

Spring 2024

SEM Section: 01    Cancelled

ENVI 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 / STS 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions
to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security + Environmental Health

Spring 2024

TUT Section: T1 TBA Kim Gutschow

ENVI 257 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: AMST 247 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, immigrants have increasingly settled in U.S. suburbs. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places and the relationships between these various spaces. We ask how geographically specific forces and actors shape these trends, as well as the spatially uneven outcomes of complex processes like globalization. This interdisciplinary course highlights racial, legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new places. Through a range of textual materials (academic, technical, popular, visual), we explore why people migrate, the origin of the "illegal alien" figure, economic restructuring and local immigration policies, environmental justice, place-making and community development. Rooted in critical race geographies, case studies are often comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. We analyze how documentation status and perceptions of illegality affect the lived experiences of Latines. This course will be mostly discussion-based, with grading based on participation, short writing exercises, three assignments, a midterm examination, and a final exam.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Class participation, weekly in-class writing, three 3-6 page essays, a midterm, and a final examination. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024
LEC Section: 01 TF 1:10 pm - 2:25 pm Edgar Sandoval

ENVI 260 (S) Design and Environmental Justice (DPE)
Cross-listings: ARTS 261
Primary Cross-listing
This seminar/digital art studio offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment as disputed terrain between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will develop textual/graphic projects about a chosen case study aiming to reorient public perception and imagination around environmental justice. Case studies include contemporary issues like "natural" disasters, eco-cities, and urbanization in the Global South and North. Skills taught include design-thinking and collaborative design, digital art (Photoshop), and participation in collective reviews and public presentations. The class culminates in a presentation to external reviewers and a final exhibition.
Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project).
Requirements/Evaluation: Active presence in class discussions and presentations, quality of work, depth and quality of the investigative process, willingness to experiment, and contributions to a collaborative learning environment. This intensive seminar/digital art studio requires working in the architecture studio and/or PC lab outside of scheduled class hours.
Prerequisites: Drawing I, ENVI 101, or permission from the instructor.
Enrollment Limit: 15
Enrollment Preferences: Envi majors and concentrators, Studio Art majors, Art History and Studio Art majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $300-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 260(D2) ARTS 261(D1)
Difference, Power, and Equity Notes: This seminar/digital art studio examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.
Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2024
SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 275 (S) Environmental Science, Policy, and Justice (DPE)
Cross-listings: STS 275
Environmental science is much more than collecting data. Scientific experts are often called upon--and often position themselves--to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified "scientific method," and we will think about how Western scientific knowledge relates to other ways of knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

Requirements/Evaluation: several short essays, final essay

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 275(D2) ENVI 275(D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.

Attributes: ENVI Environmental Policy  EVST Social Science/Policy

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Laura J. Martin

ENVI 310 (F) Design for the Pluriverse: Architecture, Urban Design, and Difference (DPE)

Cross-listings: ARTS 314

Secondary Cross-listing

The built environment has a critical role in shaping how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and change processes. This studio tutorial investigates the role of different environments in supporting or preventing specific spatial practices and ensuring spatial justice. Using approaches from activist design, students will work in pairs to re-imagine spaces where different ways of being in the world can thrive and coexist—the pluriverse. Students will use a media they master to investigate a theme connecting design, the built environment (architecture and urbanism), and spatial justice.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 300-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), creative writing (image-text booklets), digital humanities (cartographies, countermapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: 200-level course on students' medium of choice (for the final project) or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 314(D1) ENVI 310(D1)

Difference, Power, and Equity Notes: “Pluriverse” refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2023
TUT Section: T1 TBA Giuseppina Forte

ENVI 311 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: COMP 311 / RLSP 304

Secondary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twenty-first centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Ruflo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature of film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024
SEM Section: 01 Cancelled

ENVI 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ARTS 316

Primary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).
Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: Envi majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $300-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 316(D2) ARTS 316(D1)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories—mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 335 (F) The Nile (DPE)

Cross-listings: AFR 350 / HIST 308 / GBST 320 / ARAB 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

Difference, Power, and Equity Notes: 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.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson

ENVI 351 (F)(S) Marine Policy (DPE) (WS)
Cross-listings: PSCI 319 / MAST 351
Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2023
SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2024
SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

ENVI 470 (S) Science for Environmental Justice (DPE)
Cross-listings: GEOS 470
Economically challenged communities and communities of color are disproportionately affected by environmental contamination and disturbance. Although environmental racism caused by industrial pollution has been made clear in scholarship for some time, the integrated stresses of climate change and industrial contamination are now triggering new challenges to life in underprivileged communities. Resolving environmental injustice will require meaningful engagement from scientists across a range of disciplines, from chemistry and the geosciences to ecology and public health. In this senior seminar, you will learn about the history of the environmental justice movement while examining how science has been used to address cases of environmental contamination and mismanagement. You can expect experiences in field data collection, laboratory analyses, and numerical modeling, skills that are required to assist communities suffering from environmental injustice. And we will work in partnership with residents of Tallevast, Florida, who have long suffered from the impacts of groundwater contamination and governmental neglect. This partnership will involve a residential field trip to Tallevast during spring break, where you will undertake an environmental study in support of the community.

**Class Format:** Weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field trip.

**Requirements/Evaluation:** weekly lab exercises and seminar presentations; a research project; a final presentation; and a spring break field trip

**Prerequisites:** At least one 200-level Division III course and at least one 300-level Geosciences or Environmental Studies course or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Fourth year, and then third year, Geosciences majors and Environmental Studies majors or concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build and extend knowledge and skills that students have developed during previous courses in either the Geosciences or Environmental Studies majors.

**Materials/Lab Fee:** The spring break field trip is being funded by the Freeman Foote Field Trip Fund for the Sciences.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 470(D3) GEOS 470(D3)

**Difference, Power, and Equity Notes:** The course will examine the history of the environmental justice movement, unraveling the roles of governmental neglect and complicity in fostering the harm of vulnerable communities. We will review strategies of collective action in fighting climate and environmental injustice and the complicated role that scientists have played in this pursuit. We will then leverage scientific skills and perspectives to imagine ways that scientists can become responsible agents of change.

**Attributes:** GEOS Group B Electives - Sediments + Life

Spring 2024

LAB Section: 02 Cancelled

LEC Section: 01 Cancelled

**GBST 102 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 / LEAD 207 / ARAB 207 / JWST 217 / REL 239

**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, online responses, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2023
LEC Section: 01  MW 11:00 am - 12:15 pm  Magnús T. Bernhardsson

GBST 105 (F) Islamophobia: A Global Perspective (DPE)

Cross-listings: PSCI 173 / REL 107

Primary Cross-listing

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

Prerequisites: no

Enrollment Limit: 35

Enrollment Preferences: freshmen and concentrations

GBST 105 (F) Islamophobia: A Global Perspective (DPE)

This course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.
GBST 151 (F) Global Questions, Global Frameworks (DPE)

In this foundational course in the Global Scholars Program, students will be introduced to an interdisciplinary approach to exploring critical global issues. Students will engage with new frameworks and concepts to consider global processes and examine the complexities of the changing and increasingly interconnected world. The first part of the course will explore critical topics in Global Studies and grapple with influential theories on global trends and experiences. The second part will be focused on a particular country and city and how some of the major global trends impact the reality of life in that area. One purpose of this module is to prepare students for their Winter Study trip to that region and engage in research related to their academic interests. Only students admitted to the Global Scholars Program will be able to register for this course.

Class Format: Discussion-based class

Requirements/Evaluation: Participation in class discussions, reading course materials, engaging with our speakers, two 5pp. papers and a final project.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Global Scholars Program Fellows

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking an interdisciplinary approach to exploring critical global issues, students will grapple with difference, power and equity in a global context particularly by being introduced to some of the leading theories of global experiences as well as how these issue impact particular communities around the world. One purpose of this course is to enable students to become better equipped to conduct research on pressing issues around the world and to be more responsible global citizens.

GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: PSCI 220 / ASIA 208 / ANTH 208

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023
SEM Section: 01  MWF 10:00 am - 10:50 am  David B. Edwards

GBST 214 (F) Asian/American Identities in Motion (DPE)

Cross-listings: THEA 216 / DANC 216 / ASIA 216 / AAS 216 / AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216(D1) DANC 216(D1) ASIA 216(D1) AAS 216(D2) GBST 214(D2) AMST 213(D2)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives  AAS Gateway Courses

Fall 2023
SEM Section: 01  WF 11:00 am - 12:15 pm  Munjulika R. Tarah

GBST 218 (F) Capital and Coercion (DPE)

Cross-listings: ECON 218

Secondary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th
and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch “cultivation system” in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 218(D2) ECON 218(D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies Electives POEC Depth

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ashok S. Rai

GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 / ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.
In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kamal A. Kariem

GBST 226 (F) The Working Globe: North and South Workers in Globalized Production  (DPE)

Cross-listings:  SOC 226

Secondary Cross-listing

The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation: Class participation; 1-2 group presentations; 1 final paper

Prerequisites: None, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 226(D2) SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Fall 2023
SEM Section: 01    MWF 10:00 am - 10:50 am     Bhumika Chauhan

GBST 233 (F) Colonialism, Capitalism and Climate Crisis  (DPE)

Cross-listings:  AFR 233 / ENVI 204

Secondary Cross-listing

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes
the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** ‘Colonialism and my community’ writing/poster assignment (5 pages) 20%; Either a video essay on a ‘green’ technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an emerging ‘green’ technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 233(D2) AFR 233(D2) ENVI 204(D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Black Landscapes  AFR Core Electives  ENVI Humanities, Arts + Social Science Electives

---

**GBST 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures** (DPE)

**Cross-listings:** AFR 306 / RLFR 320 / COMP 310

**Secondary Cross-listing**

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

**Requirements/Evaluation:** Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

**Prerequisites:** Any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18

**Enrollment Preferences:** All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 306(D2) AFR 306(D2) RLFR 320(D1) COMP 310(D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

---

Fall 2023
GBST 320 (F) The Nile (DPE)

Cross-listings: ENVI 335 / AFR 350 / HIST 308 / ARAB 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity’s most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

Difference, Power, and Equity Notes: 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.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2023

GBST 335 (F) Nowheres (DPE)

Cross-listings: SOC 335

Secondary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is “itself as an institution, an exclusive club of countries” that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

Prerequisites: None
Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 335(D2) SOC 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2023

SEM Section: 01  MR 1:10 pm - 2:25 pm  Phi H. Su

GBST 344  (F)  Capitalism and Racism in the American Context and Beyond: A Global Approach  (DPE)

Cross-listings:  AFR 353 / AMST 345

Secondary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives  AMST pre-1900 Requirement

Fall 2023
SEM Section: 01  W 1:10 pm - 3:50 pm  Souhail Chichah

GBST 348  (S) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)
Cross-listings: SOC 348 / RUSS 348

Secondary Cross-listing
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 war Russia is currently waging on Ukraine, 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, 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.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 348(D2) SOC 348(D2) RUSS 348(D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. 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.

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2024
TUT Section: T1  TBA  Olga Shevchenko

GEOS 470  (S) Science for Environmental Justice  (DPE)
Cross-listings: ENVI 470

Primary Cross-listing
Economically challenged communities and communities of color are disproportionately affected by environmental contamination and disturbance. Although environmental racism caused by industrial pollution has been made clear in scholarship for some time, the integrated stresses of climate change and industrial contamination are now triggering new challenges to life in underprivileged communities. Resolving environmental injustice will
require meaningful engagement from scientists across a range of disciplines, from chemistry and the geosciences to ecology and public health. In this senior seminar, you will learn about the history of the environmental justice movement while examining how science has been used to address cases of environmental contamination and mismanagement. You can expect experiences in field data collection, laboratory analyses, and numerical modeling, skills that are required to assist communities suffering from environmental injustice. And we will work in partnership with residents of Tallevast, Florida, who have long suffered from the impacts of groundwater contamination and governmental neglect. This partnership will involve a residential field trip to Tallevast during spring break, where you will undertake an environmental study in support of the community.

Class Format: Weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field trip.

Requirements/Evaluation: weekly lab exercises and seminar presentations; a research project; a final presentation; and a spring break field trip

Prerequisites: At least one 200-level Division III course and at least one 300-level Geosciences or Environmental Studies course or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Fourth year, and then third year, Geosciences majors and Environmental Studies majors or concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build and extend knowledge and skills that students have developed during previous courses in either the Geosciences or Environmental Studies majors.

Materials/Lab Fee: The spring break field trip is being funded by the Freeman Foote Field Trip Fund for the Sciences.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 470(D3) GEOS 470(D3)

Difference, Power, and Equity Notes: The course will examine the history of the environmental justice movement, unraveling the roles of governmental neglect and complicity in fostering the harm of vulnerable communities. We will review strategies of collective action in fighting climate and environmental injustice and the complicated role that scientists have played in this pursuit. We will then leverage scientific skills and perspectives to imagine ways that scientists can become responsible agents of change.

Attributes: GEOS Group B Electives - Sediments + Life

Spring 2024

LEC Section: 01 Cancelled
LAB Section: 02 Cancelled

GERM 234 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: AFR 236 / COMP 238

Primary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option
Distributions:  (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 234(D1) AFR 236(D2) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023
SEM Section: 01    MR 2:35 pm - 3:50 pm     Peter Ogunniran

HIST 116  (S) Understanding 9/11 and the War in Iraq  (DPE) (WS)

Cross listings: ARAB 211

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation: Several short papers and a final oral history.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 211(D2) HIST 116(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2024
LEC Section: 01    MWF 11:00 am - 12:15 pm     Magnús T. Bernhardsson

HIST 128  (F)  Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany  (DPE) (WS)

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

Requirements/Evaluation:  Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

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:  19

Grading:  no pass/fail option,     yes fifth course option

Distributions:  (D2)  (DPE) (WS)

Writing Skills Notes: This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

Difference, Power, and Equity Notes: This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

Attributes:  HIST Group C Electives - Europe and Russia

Fall 2023

SEM Section: 01    MR 2:35 pm - 3:50 pm     Charlotte A. Kiechel

HIST 163  (S)  Communications in Early America  (DPE) (WS)

Cross listings:  AMST 164

Primary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities developed to record, remember, advocate, persuade, resist, and express their expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations; artistic and natural science paintings, engravings, and visual culture that circulated through the Atlantic World; diaries and journals as forms of personal as well as collective memory. In the latter part, we will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power, and spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century. This course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum as well as digital spaces.

Requirements/Evaluation:  active participation in class discussions, several short essays based on readings and discussion topics, museum/archives
exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 207 (F) The Modern Middle East (DPE)

Cross-listings: LEAD 207 / ARAB 207 / GBST 102 / JWST 217 / REL 239

Primary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership
This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors—intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others—and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

Class Format: Lecture with small- and whole-group discussions
Requirements/Evaluation: Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History and American Studies majors, followed by first- and second-year students
Expected Class Size: 30-40
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 254(D2) AMST 254(D2) LEAD 254(D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.
Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern
the community, including the Tribal Historic Preservation Office (THPO) that is based locally through an official partnership with the college. It will have strong collaborative and experiential components, plus ethical commitments to highlighting the tribal nation's active forms of stewardship, knowledge-keeping, and intellectual as well as political sovereignty. The exact shape of the syllabus and projects will be determined in close conversation and collaboration with the Stockbridge-Munsee Community. Depending on goals/interests, potential areas of focus might include SMC homelands; archaeological research and its importance for place-stewardship; political sovereignty, governance, and leadership; histories and impacts of European colonialism among SMC people; SMC traditions of diplomacy and peacemaking; strategic uses of archives and documents in protecting community wellbeing and resisting dispossession; the "Many Trails" of forced removal westward; establishment of the SMC in Menominee homelands; 20th and 21st-century experiences, knowledge-keeping, and continuing connections with eastern homelands; repatriation of ancestors and belongings; language revitalization, Land Back, education, and economic sovereignty; and other topics.

Class Format: The class will use Zoom/videoconferencing to connect with Stockbridge-Munsee Community members and engage in shared learning. Class trips to significant locations to learn in place may be coordinated. The class will meet each Wednesday evening 7-9:40 p.m. for seminar discussion. In addition, the Wednesday 1-2 pm time (required, called "lab" in the course catalog) will be for meetings with collaborators in libraries/archives/museums or other relevant sites and project work.

Requirements/Evaluation: The focus of this seminar is experiential, collaborative, and community-based learning and student service project work. Seminar meetings will include discussion of readings-multimedia (especially works produced by SMC members), and meetings and dialogues with community members (in person or virtually as schedules and COVID permits). Class members’ active, engaged participation in trips to area places of significance will be essential components as well. In small groups class members will work on projects of significance for the SMC, and may share out their work at the end of the term in multiple forms.

Prerequisites: Open to all students. If the course over-enrolls, students may be asked to share a brief statement of interest.

Enrollment Limit: 15

Enrollment Preferences: If the course over-enrolls, first- and second-year students will have preference.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is a collaboration with the Stockbridge-Munsee Mohican Community that foregrounds community knowledge, projects, and goals. It offers students grounding in topics and methods specific to the SMC as well as in Native American and Indigenous Studies. It also presents critical perspectives on settler colonialism and its historical as well as ongoing impacts.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Christine DeLucia
LAB Section: 02 W 1:00 pm - 2:00 pm Christine DeLucia

HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: LATS 286

Secondary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico’s territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers’ and the U.S. government’s recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format.

Requirements/Evaluation: Class participation, short 1-2 page writing assignments, two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 286(D2) LATS 286(D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States, as well as on Latina/o/x strategies of community building and political activism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2023
SEM Section: 01 TR 8:30 am - 9:45 am Carmen T. Whalen

HIST 308 (F) The Nile (DPE)

Cross-listings: ENVI 335 / AFR 350 / GBST 320 / ARAB 308

Primary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 335(D2) AFR 350(D2) HIST 308(D2) GBST 320(D2) ARAB 308(D2)

Difference, Power, and Equity Notes: 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.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson
HIST 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: ASIA 319 / WGSS 319

Primary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2023

SEM Section: 01    TR 8:30 am - 9:45 am     Anne Reinhardt

HIST 340 (F) Anticolonial Europe: A History of Transnational Solidarity (DPE)

This seminar examines the history and paradoxes of European anticolonialism from the turn of the twentieth century to the 1970s. By following the anticolonial networks that developed in four European cities -- Paris, London, Berlin, and Moscow, it interrogates how political activists -- from both the Global South and North -- collaborated to establish a more racially egalitarian world order. It evaluates how events such as the First World War and the formation of the UN transformed their collective political projects. Finally, it investigates the multiple intellectual and political traditions which activists drew upon to contest Europe's racialized hegemony. Students can expect to gain an introduction to the 20th century's European-based anticolonial movements, as well as methods of transnational and global history.

Requirements/Evaluation: Class participation, one 5-7-page historiographical essay, and one 10-12-page research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course investigates the legacies of Europe's racialized hegemony. Students learn about how anticolonial activists in the twentieth century navigated questions of class, race, and national identity. Additionally, they learn how historians have used different historical methodologies to write the history of anticolonialism more inclusively.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2023
HIST 342 (S) At the Crossroads of Race and Nation: Borders and Frontiers in Latin America and the Caribbean (DPE)

When we think about the politics of borders and migration, we usually imagine the contentious U.S.-Mexico border. Seldom do we care to think about the numerous borders across Latin America and the Caribbean that are currently at the heart of our present refugee and migrant crises. This course will examine the history of borders and frontiers in Latin America and the Caribbean and how they were pivotal to Latin American racial and state formations and nation-building processes. This course will consider how borders and frontiers, as both a geographical demarcation and an imaginative conceptualization of difference, created overlapping and competing visions of race, racism, identity, belonging, and social marginalization. Beginning with the tumultuous Latin American independence movements of the nineteenth century and ending with Latin America in the twenty-first century, we will analyze the different creation of borders and frontiers to make sense of today's migration and border control crises. This course will give particular attention to the themes of racial stratification, authoritarianism, nationalism, imperialism, and citizenship.

Requirements/Evaluation: Class participation, two short (3-4 page) papers, and a final (10-12 page) paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors and LATS concentrators

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers on how categories of racial, cultural, linguistic, and phenotypical differences commanded modern projects of state formation and nation-building. Through readings, class discussions, and writing assignments, we reflect on how Latin American subjects living through the constructions of borders and frontiers negotiated categories of difference. Special attention will be paid to how anti-slavery, working-class rights and anti-racism approached the question of difference.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Rene R. Cordero

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: MAST 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) MAST 352(D2)
Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2023
SEM Section: 01    MW 9:00 am - 10:15 am    Sofia E. Zepeda

Spring 2024
SEM Section: 01    MW 9:00 am - 10:15 am    Sofia E. Zepeda

HIST 361 (S) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360

Primary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared or competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" history through a transnational and transoceanic lens. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated—or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it traces pathways for recasting the nature and meanings of these connected spaces and histories. In addition, the course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in recovering and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern
HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism  (DPE) (WS)

Cross-listings: JWST 430

Primary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia
familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the communities who engage with them.

**Requirements/Evaluation:** Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

**Prerequisites:** Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

**Enrollment Limit:** 15

**Enrollment Preferences:** If overenrolled, junior and senior History and American Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 455(D2) AMST 455(D2)

**Difference, Power, and Equity Notes:** This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Christine DeLucia

**HIST 492 (S) Making Race in Early Modern Europe** (DPE)

In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will afford a comparative perspective on contemporary views of races and racism.

**Requirements/Evaluation:** Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).

**Prerequisites:** 200- or 300-level History classes

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and seniors; History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

**Attributes:** HIST Group P Electives - Premodern
**JWST 217 (F) The Modern Middle East  (DPE)**
**Cross-listings:** HIST 207 / LEAD 207 / ARAB 207 / GBST 102 / REL 239

**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, online responses, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

---

**JWST 249 (S) Anti-Semitism  (DPE)**

**Cross-listings:** REL 249

**Secondary Cross-listing**

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?

**Requirements/Evaluation:** Three 5-7 page papers, class participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

**Expected Class Size:** 15
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Spring 2024

SEM Section: 01 Cancelled

JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 / REL 268 / COMP 363

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363(D1) JWST 268(D2) REL 268(D2) COMP 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students’ writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2024
JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)

Cross-listings: HIST 430

Secondary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany’s official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

LATS 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: REL 115 / WGSS 115

Primary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.
Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 115(D2) REL 115(D2) WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Fall 2023

TUT Section: T1 Cancelled

LATS 230 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / AMST 247

Primary Cross-listing

Long associated with cities in the scholarly and popular imagination, immigrants have increasingly settled in U.S. suburbs. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places and the relationships between these various spaces. We ask how geographically specific forces and actors shape these trends, as well as the spatially uneven outcomes of complex processes like globalization. This interdisciplinary course highlights racial, legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new places. Through a range of textual materials (academic, technical, popular, visual), we explore why people migrate, the origin of the "illegal alien" figure, economic restructuring and local immigration policies, environmental justice, place-making and community development. Rooted in critical race geographies, case studies are often comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. We analyze how documentation status and perceptions of illegality affect the lived experiences of Latines. This course will be mostly discussion-based, with grading based on participation, short writing exercises, three assignments, a midterm examination, and a final exam.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Class participation, weekly in-class writing, three 3-6 page essays, a midterm, and a final examination. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives
LATS Core Electives

Spring 2024

LEC Section: 01    TF 1:10 pm - 2:25 pm     Edgar Sandoval

LATS 254 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)

Cross-listings: AAS 253 / AMST 253

Primary Cross-listing

This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one’s relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the bodymind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology, literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 253(D2) AMST 253(D2) LATS 254(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

Fall 2023

SEM Section: 01    TR 11:20 am - 12:35 pm     Maria Elena Cepeda

LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: HIST 286

Primary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on
im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low
degree who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos
have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format.

Requirements/Evaluation: Class participation, short 1-2 page writing assignments, two 4-5 page essays, and a final 5-7 page essay. All writing
assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 286(D2) LATS 286(D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor
recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and
Latinos' lived experiences in the United States, as well as on Latina/o/x strategies of community building and political activism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

---

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Carmen T. Whalen

LATS 341 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / THEA 341 / WGSS 347 / SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and
marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how
does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to
cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses
to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer,
and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the
curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we
learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race,
sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of
masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives
LATS 344  (S)  Marking Presence: Reading (Dis)ability in/to Latinx Media  (DPE)

Cross-listings:  AMST 361 / WGSS 361

Primary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability into media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation:  Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites:  None.

Enrollment Limit:  12

Enrollment Preferences:  Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size:  12

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 361(D2)  WGSS 361(D2)  LATS 344(D2)

Difference, Power, and Equity Notes:  At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes:  LATS Core Electives

Spring 2024

SEM Section: 01  MR 2:35 pm - 3:50 pm  Maria Elena  Cepeda

LEAD 205  (S)  From Tocqueville to Trump: Leadership and the Making of American Democracy  (DPE)

Cross-listings:  PSCI 212

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what
factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 205(D2) PSCI 212(D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2024

LEC Section: 01    TR 11:20 am - 12:35 pm     Mason B. Williams

LEAD 207  (F)  The Modern Middle East  (DPE)

Cross-listings: HIST 207 / ARAB 207 / GBST 102 / JWST 217 / REL 239

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2023

LEC Section: 01    MW 11:00 am - 12:15 pm     Magnús T. Bernhardsson
LEAD 254  (F)  Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)

Cross-listings:  HIST 254 / AMST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

Class Format: Lecture with small- and whole-group discussions

Requirements/Evaluation:  Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

Prerequisites:  none

Enrollment Limit:  40

Enrollment Preferences:  History and American Studies majors, followed by first- and second-year students

Expected Class Size:  30-40

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254(D2) AMST 254(D2) LEAD 254(D2)

Difference, Power, and Equity Notes:  This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes:  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern

Fall 2023

LEC Section: 01  TR 9:55 am - 11:10 am  Christine  DeLucia

MAST 231  (F)(S)  Literature of the Sea  (DPE)

Cross-listings:  ENGL 231

Primary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how
literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231(D1) ENGL 231(D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives  ENVI Humanities, Arts + Social Science Electives

---

Fall 2023

SEM Section: 01  MW 10:30 am - 11:45 am  Ned G. Schaumberg

Spring 2024

SEM Section: 01  MW 10:30 am - 11:45 am  Ned G. Schaumberg

**MAST 351 (F)(S) Marine Policy  (DPE) (WS)**

**Cross-listings:** ENVI 351 / PSCI 319

**Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option
Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy  EXPE Experiential Education Courses  POEC Depth

Fall 2023
SEM Section: 01    F 9:00 am - 12:00 pm     Catherine Robinson Hall

Spring 2024
SEM Section: 01    F 9:00 am - 12:00 pm     Catherine Robinson Hall

MAST 352  (F)(S)  American Maritime History  (DPE) (WS)

Cross-listings: HIST 352

Primary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 352(D2) MAST 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  HIST Group
MUS 111  (F) Music in Global Circulation  (DPE)
This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: "throat singing" genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

Requirements/Evaluation:  class attendance and participation, regular short assignments/study questions, three 5-7 page written assignments, and an 8-10 page final paper
Prerequisites:  none
Enrollment Limit:  20
Enrollment Preferences:  current or prospective majors in Music, upperclassmen.
Expected Class Size:  20
Grading:  no pass/fail option, yes fifth course option
Distributions:  (D1)  (DPE)

MUS 133  (S) Musics of the Spanish Colonial Empire, ca. 1500-1800  (DPE)
With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries--from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations--and consequently over their music. From there, we will investigate some of the musical developments and repertories that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion
Requirements/Evaluation:  Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups
Prerequisites:  none
Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire—and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries.

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Elizabeth G. Elmi

MUS 150 (S) The Broadway Musical (DPE)

Cross-listings: THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, Tesori, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Seniors and Juniors and music majors.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 150(D1) MUS 150(D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177

Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across
cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways that ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 20

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177(D2) MUS 177(D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Attributes: MUS World Music/Ethnomusicology

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)

Cross-listings: ARAB 214 / COMP 270

Secondary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 214(D1) MUS 214(D1) COMP 270(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14
pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2024

SEM Section: 01  TR 9:55 am - 11:10 am  Nicholas R Mangialardi

**MUS 217 (F) Hip Hop Culture** (DPE) (WS)

**Cross-listings:** AFR 222 / AMST 222 / ENGL 221

**Secondary Cross-listing**

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"—a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

**Requirements/Evaluation:** Four papers, project with presentation, and a final exam.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors or prospective majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

**Writing Skills Notes:** Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

**Difference, Power, and Equity Notes:** This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

**Attributes:** AFR Culture, Performance, and Popular Technologies  AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01  TR 8:30 am - 9:45 am  Brian Murphy

**MUS 323 (S) Arts Organizing in Africa and the Diaspora** (DPE)

**Cross-listings:** DANC 323 / THEA 321

**Primary Cross-listing**

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues
related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

**Requirements/Evaluation:** Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 323(D1) THEA 321(D1) MUS 323(D1)

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2024

SEM Section: 01    MW 7:00 pm - 8:15 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.

**Requirements/Evaluation:** a sequence of three assignments (a report, an infographic and a presentation) that focuses on a particular public health problem, peer reviews and active contribution to class discussion

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** No divisional credit (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and
differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2024

SEM Section: 01  M 7:00 pm - 9:40 pm  Marion Min-Barron
SEM Section: 02  W 1:10 pm - 3:50 pm  Marion Min-Barron

PHLH 270  (S) Healthcare Workers  (DPE)

Health care is the largest industry in the US, employing more than one of every 10 private-sector workers. Jobs in the industry, ranging from subcontracted hospital cleaners to university-affiliated specialist surgeons, reflect and reproduce the kind of inequality we see elsewhere in the economy. We will start with an historical perspective, using sources like Patricia D'Antonio's *American Nursing: a History of Knowledge, Authority, and the Meaning of Work*, Gretchen Long's *Doctoring Freedom: The Politics of African American Medical Care in Slavery and Emancipation*, and *The Next Shift* by Gabriel Winant, to understand the development of the modern health care industry in the US, its relationship to the process of deindustrialization in cities like Pittsburgh, PA and the shifting racial and gendered character of the paid labor force. From that framing we will investigate the present. What are working conditions like in each sector, what kind of organizing is there, and how do workers interact across sectors? We will spend some time on Marxist feminist theories of care work and how they relate to this industry. Students will be invited to think about themselves as possible future health care workers, and how they might want to interact with the history of the industry, and the low paid, racialized, gendered sector of care workers that health care depends upon. We will have several guest speakers with expertise on the local health care economy, and spend some time learning about comparative experiences in other countries, including colonial experiences with nursing.

Requirements/Evaluation: Assignments will include a short paper and a longer research project. Participation in discussion will form part of the grade.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: public health concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit  (DPE)

Difference, Power, and Equity Notes: The class asks students to reflect critically on power differences within the health care industry and their shifting relation to race, class, gender and colonial history.

Attributes: PHLH Social Determinants of Health

Spring 2024

SEM Section: 01  TR 11:20 am - 12:35 pm  Kiaran Honderich

PHLH 351  (F) Racism in Public Health  (DPE)

Cross-listings: AAS 351

Primary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial
requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10


Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2023

TUT Section: T1 TBA Marion Min-Barron

PSCI 173 (F) Islamophobia: A Global Perspective (DPE)

Cross-listings: REL 107 / GBST 105

Secondary Cross-listing

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

Prerequisites: no

Enrollment Limit: 35

Enrollment Preferences: freshmen and concentrations

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 173(D2) REL 107(D2) GBST 105(D2)
Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Fall 2023
LEC Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

PSCI 212  (S) From Tocqueville to Trump: Leadership and the Making of American Democracy  (DPE)
Cross-listings: LEAD 205
Secondary Cross-listing
America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy—and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy—and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 205(D2) PSCI 212(D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2024
LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

PSCI 220  (F) The U.S. and Afghanistan: A Post-Mortem  (DPE)
Cross-listings: ASIA 208 / GBST 208 / ANTH 208
Secondary Cross-listing
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning
with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023

SEM Section: 01 MWF 10:00 am - 10:50 am David B. Edwards

PSCI 236 (S) Feminist Legal Theory (DPE)

Cross-listings: WGSS 236

Primary Cross-listing

What can a critical analysis of gender and sexuality bring to the study of law, constitutions, legal interpretation, and the task of judging? Well-known contributions by feminist theorists include the conceptualization and critique of anti-discrimination frameworks, the legal analysis of intersecting systems of social subordination (particularly gender, race, class, sexuality, disability), and the theorization of "new" categories of rights (e.g. sexuate rights). Accompanying these interventions in the legal field is a deep and sustained inquiry into the subject of law: Who can appear before the law as the proper bearer of civil and human rights? What kinds of violations and deprivations can be recognized as harms in need of redress? Who gets to make these judgments, and according to what rules? While our examples will be drawn mainly from family law, the regulation of sex/reproduction, and workplace discrimination, the main task of this course will be to deepen our understanding of how the subject of law is constituted. Illustrative cases to aid our inquiry will be drawn primarily from the USA and Canada, with additional examples from India, South Africa, and possibly European law. Theorists we read will represent many kinds of feminist work that intersect with the legal field, including academic studies in political theory, philosophy, and cultural theory, along with contributions from community organizers engaged in anti-violence work and social justice advocacy.

Requirements/Evaluation: One oral presentation; three 6-8 page papers; regular class participation.

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: Preference will be given to PSCI and WGSS majors and JLST concentrators.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 236(D2) PSCI 236(D2)

Difference, Power, and Equity Notes: The course analyzes the relationship between the legal system and social distributions of power, focusing on the way that inequalities based on gender, race, class and other forms of social stratification either enhance or limit individuals' access to legal protection and legal remedies.
PSCI 249 (S) Black and Brown Jacobins (DPE) (WS)

Cross-listings: AMST 218

Secondary Cross-listing

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, Black Jacobins, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, Black Reconstruction in America. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Mandatory in-class free writing, three position papers, three mandatory in-class debates, final exam

Prerequisites: None

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 249(D2) AMST 218(D2)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement PSCI Political Theory Courses

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / MAST 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of
use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2023

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2024

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

**PSCI 332 (S) The Body as Property (DPE)**

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).

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a 2-3-page final reflection essay.

**Prerequisites:** prior coursework in political theory, cultural theory, philosophy, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors (priority given to those concentrating in Political Theory); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Attributes: JLST Interdepartmental Electives  PSCI Political Theory Courses

Spring 2024
TUT Section: T1    TBA    Nimu  Njoya

PSCI 349  (S)  Cuba and the United States  (DPE) (WS)
We examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. The course begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual identity; the institutions of "popular power"; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: any course on Latin America or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, the professor meets with them individually to discuss the composition and presentation of each genre. For the final class, students write a one-page paper in E’ (E-prime), English without the verb "to be."

Difference, Power, and Equity Notes: Among other topics, the course describes an independence war fought by insurgents dedicated to color-blind citizenship (even as the "civilized world" embraced scientific racism); neo-colonialism under the Platt Amendment and after; race and the Revolution; gender and the changing treatment of sexual identity under the Revolution; and the categorical power differences that arise when only one political party is permitted to organize.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Space and Place Electives  GBST Latin American Studies Electives  LATS Countries of Origin + Transnationalism Elect  PSCI Comparative Politics Courses

Spring 2024
TUT Section: T1    TBA    James E. Mahon

PSCI 423  (S)  Senior Seminar: Humanitarianism  (DPE)
Since the mid-1980s, humanitarianism has been one dominant attitude that powerful and privileged countries, organizations and people have adopted with regard to poverty or disaster elsewhere. Humanitarianism aims at rescue, striving to keep marginal people alive until some solution can be found. It aims not to address crises’ causes nor to assist with solutions—which it considers political—just to keep human bodies alive. Critics contend that humanitarianism produces harm, provides structural incentives for people to do more or less than they need to, and deepens inequality between actors and targets. They contend that it legitimizes a view of the status quo, in which such terrible things are bound to happen without real cause. This course confronts humanitarianism as an ideology through reading its defenders and critics, and as a political strategy assessing its usefulness, to whom.

Class Format: three students start class discussion every day; one reads a short (4-page) essay and two read shorter (two-page) essays

Requirements/Evaluation: three longer essays, six shorter essays, constructive participation
Prerequisites: PSCI 202 and at least one elective in international relations

Enrollment Limit: 16

Enrollment Preferences: Political science seniors then juniors; other seniors, then juniors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course asks students to investigate the way that assumptions about superiority, and "helping practices" adopting those assumptions, can either reinforce or undermine unequal social and political outcomes and categories. We evaluate liberal and postcolonial (structural violence) models of international aid.

Attributes: PSCI International Relations Courses

Spring 2024

SEM Section: 01   TF 1:10 pm - 2:25 pm   Cheryl Shanks

PSYC 406 (F) Are there any universal psychological phenomena? (DPE)

In this course, we will critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will: a) evaluate the ways in which unmeasured cultural variables may have influenced the findings of seminal research articles and psychological theories; b) identify new methodological approaches, concepts, and processes that are revealed when we centralize people and topics that have been excluded from the research literature; c) examine ways the field has contributed to structural oppression and inequities; and d) design studies that provide robust tests of universality, elucidate the limits of universality, and have implications for addressing inequities. This student-led course will allow students to identify topics of interest in multiple sub-disciplines of psychology, select empirical readings, and lead class discussion.

Requirements/Evaluation: Course requirements include reading empirical articles, participating in class discussions, selecting relevant topics and readings for class discussions, leading 2 class discussions, and writing three empirically-based papers (approximately 5 pages double-spaced).

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Senior psychology majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: Students will address the question of whether there any universal psychological phenomena. To do so, students will use scientific reasoning and quantitative skills to critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will use an intersectional approach to understand the ways identity and systems shape psychological phenomena.

Fall 2023

SEM Section: 01   TF 1:10 pm - 2:25 pm   Catherine B. Stroud

REL 107 (F) Islamophobia: A Global Perspective (DPE)

Cross-listings: PSCI 173 / GBST 105

Secondary Cross-listing

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter’s imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to
the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

Prerequisites: None

Enrollment Limit: 35

Enrollment Preferences: freshmen and concentrations

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 173(D2) REL 107(D2) GBST 105(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Fall 2023

LEC Section: 01    M 7:00 pm - 9:40 pm    Farid Hafez

REL 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: LATS 115 / WGSS 115

Secondary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumi and other Afro-Diasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 115(D2) REL 115(D2) WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Fall 2023
TUT Section: T1 Cancelled

REL 237 (F) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: AAS 237 / AFR 237 / AMST 237

Primary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AAS 237(D2) AFR 237(D2) AMST 237(D2) REL 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023
SEM Section: 01 MW 8:30 am - 9:45 am Zaid Adhami

REL 239 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 / LEAD 207 / ARAB 207 / GBST 102 / JWST 217
Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2023
LEC Section: 01 MW 11:00 am - 12:15 pm Magnús T. Bernhardsson

REL 249 (S) Anti-Semitism (DPE)

Cross-listings: JWST 249

Primary Cross-listing

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?

Requirements/Evaluation: Three 5-7 page papers, class participation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 249(D2) JWST 249(D2)
Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Spring 2024
SEM Section: 01 Cancelled

REL 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: ASIA 258 / WGSS 225 / ANTH 258

Secondary Cross-listing
This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha’s day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha’s teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023
TUT Section: T1 TBA Kim Gutschow

REL 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 / JWST 268 / COMP 363

Secondary Cross-listing
Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a
socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 363(D1) JWST 268(D2) REL 268(D2) COMP 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: ASIA 269 / STS 269 / ANTH 269

Primary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators—all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2023
TUT Section: T1 TBA Kim Gutschow

REL 295 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: CHIN 215 / ASIA 215

Secondary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the Analects (purported to record the words of Confucius himself), Mengzi (often romanized as "Mencius"), and Xunzi. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (ren), "moral power" (de), and "ritual propriety" (li); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 295(D2) CHIN 215(D1) ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Spring 2024
SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

REL 420 (F) Islam and the Image (DPE) (WS)

Cross-listings: ARTH 521
This seminar responses to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the same albums--are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 420(D2) ARTH 521(D1)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800 Courses

Fall 2023

SEM Section: 01    M 10:00 am - 12:50 pm    Murad K. Mumtaz

RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Requirements/Evaluation: Active class participation, workbook exercises and compositions, chapter tests, midterm, and final exam.

Prerequisites: None. For students who've never formally studied French. Students who've previously studied French (in any formal course, at any level) must take the French Placement Test in the summer or during First Days. For more info: https://french.williams.edu

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.
Expected Class Size: 18
Grading: yes pass/fail option, no fifth course option

Unit Notes: RLFR 101-102 is a year-long course. Credit is granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2023
SEM Section: 01 M-F 9:00 am - 9:50 am Eric J. Disbro

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)
In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. Conducted in French

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers
Prerequisites: RLFR 104, placement exam, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where there will present their interpretation of literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2023
LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just
LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)
Cross-listings: COMP 107

Primary Cross-listing
This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2024, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include
nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, two short papers, midterm, and final paper.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2024
SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: COMP 224

Secondary Cross-listing

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 the 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. In our study of the Great War, 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.

Requirements/Evaluation: Active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (5-7 pages).

Prerequisites: None.

Enrollment Limit: 16

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: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
**RLFR 225 (D1) COMP 224 (D1)**

**Difference, Power, and Equity Notes:** 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 2023

SEM Section: 01    TR 8:30 am - 9:45 am     Brian  Martin

**RLFR 318 (F) Twentieth-Century French Novel: From Adversity to Modernity (DPE)**

**Cross-listings:** COMP 318

**Primary Cross-listing**

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne’s vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France’s engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djebar. Films to include works by Fassbinder, Annaud, Loret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French.*

**Requirements/Evaluation:** Active class participation, two shorter papers, a midterm, and a longer final paper.

**Prerequisites:** A 200-level course (at Williams or abroad), or by placement test, or permission of the instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors, and those with compelling justification for admission. Seniors returning from Study Abroad (in France or other Francophone countries) are particularly welcome.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 318 (D1) COMP 318 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course focuses on a critical examination of difference, power, and equity in twentieth-century France. The course also employs critical tools to teach students how to examine the roles of race and ethnicity, gender and sexuality, colonialism and immigration, in the French novel’s critical representation of war and disease, poverty and greed, urban isolation and cultural alienation during the twentieth-century.

Fall 2023

SEM Section: 01    TR 9:55 am - 11:10 am     Brian  Martin

**RLFR 320 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)**

**Cross-listings:** GBST 306 / AFR 306 / COMP 310

**Primary Cross-listing**

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we
journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 306(D2) AFR 306(D2) RLFR 320(D1) COMP 310(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Fall 2023
SEM Section: 01    MW 11:00 am - 12:15 pm     Preea  Leelah

RLFR 415  (S)  Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World  (DPE)

Cross-listings:  WGSS 415 / COMP 415

Primary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published Le droit de la femme et de la citoyenne (1791) challenging gender inequality in France, we will then examine Claire de Duras’ portrayal of the intersection between race and gender, Simone de Beauvoir’s challenge to traditional femininity and gender roles, and Ananda Devi’s intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation: Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

Prerequisites: Any 200-level RLFR course, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 415(D1) WGSS 415(D2) COMP 415(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Spring 2024
SEM Section: 01    MW 11:00 am - 12:15 pm     Preea  Leelah
RLSP 304  (S)  Environmental Literature and Film in Latin America  (DPE) (WS)

Cross-listings: COMP 311 / ENVI 311

Primary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twenty-first centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day by day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature of film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

SEM Section: 01  Cancelled

RLSP 311  (F)  The Politics of Love in Latin American Literature  (DPE) (WS)

Cynical, sincere, confused and confusing, love and politics have a lot of complicated history together in Latin America. This course considers works of literature and other cultural texts in which love and politics are explicitly intertwined: the authors, artists and activists we consider profess love for their followers and would-be converts, represent love as a (revolutionary) political force, contest the legitimacy of patriarchal heteronormativity, and sometimes all three. We will consider writings by 20th and 21st century political leaders whose speeches and other writings convey the melodrama of radionovelas (Eva Perón) as well as the sacrificial love of the guerrillero (José Martí, Che Guevara) and the anarchist (Rafael Barrett). We may also consider the love professed by historical figures including Catholic missionaries (Antonio Ruiz de Rivera) and 19th century abolitionists (Juan Francisco Manzano, Gertrudis Gómez de Avellaneda) and/or nation-builders (Mármoi, Sarmiento). We may examine tensions around the domestication of love in writings in translation by Brazil's Clarice Lispector and the torment of eros in Elena Garro's political novel Memories of the Future. We will likely read poems of grief and love for those murdered in the secret detention centers of the Southern Cone dictatorships (Raúl Zurita, Juan Gelman). We will delve into the politics of queer love, solidarity and mourning with authors such as Mario Puig, Reinaldo Arenas, and Cristina Peri Rossi, and in Sebastián Lelio's 2017 film, A Fantastic Woman. We will conclude by considering the politics of love as articulated by Black Lives Matter, particularly as the movement has taken shape in Latin American countries, and its impact in Colombia and elsewhere. Conducted in Spanish.

Requirements/Evaluation: Regular preparation for class is required, as is thoughtful participation in class discussions. Students will be evaluated for both. Students will also be evaluated for discussion-leading and making presentations on their original research in progress. There will be two graded essays, one of 5-7 pages and the other 15-20.

Prerequisites: One RLSP course at the 200 level.

Enrollment Limit: 19
Enrollment Preferences:  Students majoring or completing a certificate in Spanish.

Expected Class Size:  10

Grading:  no pass/fail option, yes fifth course option

Distributions:  (D1) (DPE) (WS)

Writing Skills Notes:  Students will be writing and rewriting roughly twenty pages. Longer assignments will be broken down into stages (proposal, bibliography, research, analysis, draft, revision) with feedback from the instructor at every stage.

Difference, Power, and Equity Notes:  Using literary texts, we will delve into the ways a wide variety of political actors -- from the mainstream to the radical fringe -- talk about love in Latin American contexts. Some of them will seem comparatively cynical, but in other cases we will be looking at how people contest the hegemony of patriarchal, capitalistic and heteronormative definitions of what "counts" as true love.

Fall 2023

SEM Section: 01  TF 1:10 pm - 2:25 pm  Jennifer L. French

RLSP 319  (F) 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: In-person.

Requirements/Evaluation:  three 8-page papers, response journals, 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:  12

Enrollment Preferences:  Spanish majors, Latina/o Studies concentrators

Expected Class Size:  5-10

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1) (DPE)

Difference, Power, and Equity Notes:  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.

Attributes:  GBST Latin American Studies Electives

Fall 2023

SEM Section: 01  MR 2:35 pm - 3:50 pm  Gene H. Bell-Villada

RUSS 217  (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia  (DPE) (WS)

Cross-listings:  GBST 219 / ANTH 217

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.
**Requirements/Evaluation:** 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01  TF 2:35 pm - 3:50 pm  Kamal A. Kariem

**RUSS 348 (S) Altering States: Post-Soviet Paradoxes of Identity and Difference**  (DPE) (WS)

**Cross-listings:** GBST 348 / SOC 348

**Secondary Cross-listing**

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 war Russia is currently waging on Ukraine, 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, 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.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) SOC 348(D2) RUSS 348(D1)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.
Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. 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.

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2024
TUT Section: T1  TBA  Olga Shevchenko

RUSS 401  (F)  What is the Intelligentsia?  (DPE)

The word “intelligentsia” in its modern meaning first appeared in Russia in the middle of the 19th century, though the concept has a rather long pre-history. The Russian intelligentsia as a social class took shape among the educated raznochintsy and aristocratic proponents of western ideas who had been freed from obligatory state service. These conditions provided them with limited freedom and independence, and also gave them the opportunity to devote their time to culture, creation, and science. This state of affairs was favorable for the development of the distinguishing characteristic of the intelligentsia: critical thought, both in relation to authority and to oneself. In this course we will study the history, ethic and tradition of the intelligentsia from the times of the tsars until the present day. In particular, we will explore the following questions: what is the difference between being educated and belonging to the intelligentsia? How does the intelligentsia relate to the history and tradition of socialism? How is the intelligentsia connected with humanism? What is the fate of the intelligentsia in an industrial or totalitarian society? And what role does this tradition play today? In order to answer these questions, we will read authentic historical texts and scholarly literature, watch films and listen to lectures by the foremost specialists on the subject. Of course, we will also work on perfecting your knowledge of the Russian language.

Requirements/Evaluation: Daily work (reading, preparing questions for discussion) 25%; weekly 1-2 page short written assignments (responses to open-ended questions about the daily readings) 25%; 2 short 10 minute presentations (on two illustrious works or figures) 25%; 1 final project, longer researched presentation 10-15 minutes 25%.

Prerequisites: Three years of Russian or instructor's consent.

Enrollment Limit: 15

Enrollment Preferences: RUSS or COMP

Expected Class Size: 5-10

Grading:  yes pass/fail option,  yes fifth course option

Distributions: (D1)  (DPE)

Difference, Power, and Equity Notes: This course will be devoted to historical examples of people who were often persecuted for their political affiliation, their class, or their critical stance in an environment that rewarded servility and conformity. It will also explore the stories of the non-Russian intelligentsia in the Soviet Union, the discrimination and terror that they faced, as well as the principled, humanistic ethic that they espoused during periods of national conflict.

Fall 2023
SEM Section: 01  TR 11:20 am - 12:35 pm  Peter A. Orte

SOC 101  (F)(S)  Invitation to Sociology  (DPE)

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Students will emerge from the semester equipped with an analytical lens that will enable them to see the social world -- ranging from everyday interactions to broad political struggle -- in a new light.

Requirements/Evaluation: Thoughtful and consistent participation, several research memos and presentations, book review, final research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores
**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the social construction of identities, and how these differences manifest unequally in institutions.

**Fall 2023**

LEC Section: 01  TF 1:10 pm - 2:25 pm  Phi H. Su

LEC Section: 02  MR 2:35 pm - 3:50 pm  Ben Snyder

**Spring 2024**

LEC Section: 01  MR 2:35 pm - 3:50 pm  Phi H. Su

**SOC 226 (F) The Working Globe: North and South Workers in Globalized Production** (DPE)

**Cross-listings:** GBST 226

**Primary Cross-listing**

The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

**Class Format:** Assignments will require group work and presentations

**Requirements/Evaluation:** Class participation; 1-2 group presentations; 1 final paper

**Prerequisites:** None, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to ANTH/SOC majors and GBST concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 226(D2)  SOC 226(D2)

**Difference, Power, and Equity Notes:** Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

**Fall 2023**

SEM Section: 01  MWF 10:00 am - 10:50 am  Bhumika Chauhan

**SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality** (DPE)

**Cross-listings:** STS 229

**Primary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when 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? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

**SOC 313 (S) The 626 (DPE)**

**Cross-listings:** AAS 312

**Primary Cross-listing**

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrieliño/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

**Requirements/Evaluation:** thoughtful and consistent participation; mock film festival screening and vote; possible community partnership; regular writing assignments

**Prerequisites:** N/A

**Enrollment Limit:** 15

**Enrollment Preferences:** ANSO majors and AAS concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 312(D2) SOC 313(D2)

**Difference, Power, and Equity Notes:** This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into
actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

**Attributes:** AAS Core Electives

Spring 2024

SEM Section: 01  MW 11:00 am - 12:15 pm  Phi H. Su

**SOC 331 (S) Automation in an Unequal Society (DPE)**

**Cross-listings:** STS 331

**Primary Cross-listing**

Could you be competing for a job—even after getting a college degree—with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

**Requirements/Evaluation:** Class participation; 1 mid-term paper proposal; 1 final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to ANTH/SOC majors and STS concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 331(D2) SOC 331(D2)

**Difference, Power, and Equity Notes:** The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Spring 2024

SEM Section: 01  TF 2:35 pm - 3:50 pm  Bhumika Chauhan

**SOC 335 (F) Nowheres (DPE)**

**Cross-listings:** GBST 335

**Primary Cross-listing**

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon—nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None
Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 335(D2) SOC 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood—why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2023

SEM Section: 01    MR 1:10 pm - 2:25 pm     Phi H. Su

SOC 340  (F) Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings:  LATS 341 / AMST 358 / THEA 341 / WGSS 347

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses  FMST Related Courses  LATS Comparative Race + Ethnic Studies Electives

Fall 2023

SEM Section: 01    Cancelled

SOC 348  (S)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings:  GBST 348 / RUSS 348

Primary Cross-listing
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 war Russia is currently waging on Ukraine, 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, 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.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) SOC 348(D2) RUSS 348(D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. 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.

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2024

TUT Section: T1 TBA Olga Shevchenko

SOC 380 (S) Who Cares? (DPE)

What does it mean to care—about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; child welfare and foster care; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

Requirements/Evaluation: thoughtful and consistent class participation; six journal entries (2 pages each); collaboratively designed experiential learning project; and a final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.
STS 142 (S) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. As survivors of genocide, they are already post-apocalyptic, occupying what could be called "their ancestors' dystopia." But Indigenous people are also imagined to exist frozen in history, merely one step in the ceaseless march of civilization that brought us to the present. This tutorial explores how contemporary Native science and speculative fiction imagines and enacts futurity from this dynamic temporal position. Looking across numerous national and transnational Indigenous contexts, we will survey a diverse range of media, including short stories, novels, visual art, video games, films, and online platforms like Second Life. Pairing these with works in Science and Technology Studies (STS) and Native American and Indigenous Studies (NAIS), we will explore concepts like the Native "slipstream," eco-erotics, post-post-apocalyptic stress, Native pessimism, biomedical speculative horror, and what it would be like to fly a canoe through outer space.

Requirements/Evaluation: participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and/or your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first and second year students, American Studies majors, Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 142(D2) AMST 142(D2)

Difference, Power, and Equity Notes: Students in this course will explore the relationship between political violence, resistance, and speculation. We will develop close reading practices, analytical methods, and careful discussion dynamics to enable students to make sense and use of concepts like futurity, race, settler colonialism, gender, and technological determinism.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2024

TUT Section: T1 Cancelled

STS 145 (S) Black Mathematics: The Power of Revolutionary Numbers (DPE)

Cross-listings: AFR 145

Secondary Cross-listing

The power of numbers is undeniable. Numbers can be used to illuminate, obscure or oppress. Numbers are not only symbols in the strictest sense, but are powerful representations that have considerable impact on institutions, policy, the real world and our lives. Data are said to be the "Black gold" of the 21st century. By use of human, economic, political and social indicators and metrics Western scientists, statisticians, governments and powerful actors have promoted liberalism, militarism and capitalism, which often dehumanized the racialized 'Other'. Various techniques in social sciences like forecasting, statistics, quantification, predicting, modeling all rely heavily on numbers or their manipulation/interpretation. But what social and economic goals and who do statistics serve? What ideologies underpin these numbers about Black people/communities? What is the significance of numbers to Black life? To what purpose have numbers been put in the furtherance of Black liberation? This course addresses these questions and the different uses to which numbers have been put by Black revolutionaries and communities. Black activists, scholars and communities have questioned how statistics are formulated, used and their Eurocentric basis as well as their limited ability to accurately reflect the Black world. We delve an alternative Black philosophy, specifically how Black people have historically used/defied/circumvented the numbers game. We will study and historically trace the invention of statistics, and how Black people, organizations and communities have utilized numbers to resist oppression, shape movements and direct emancipatory efforts. From Ida B Wells, to W. E. B. du Bois, Claudia Jones and Eric Williams, using numbers differently, has pushed back against oppression, reinterpreted history and spurred social and political change.

Requirements/Evaluation: Attendance and Participation (20%); Themed visual infographic/design (25%); Critical numbers/data analysis paper (30%); Case study/peer review exercise (25%)

Spring 2024
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: If over-enrolled, preference to AFR majors/concentrators.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 145(D2) AFR 145(D2)

Difference, Power, and Equity Notes: Students will be guided through the history and alternative use of numbers to understand how they came to constitute powerful tools that have brought about systemic inequality and liberation. They will gain an appreciation of how these tools have been used and manipulated both by powerful historical actors, and oppressed groups and emerging figures acting towards emancipatory purposes.

Attributes: AFR Theories, Methods, and Poetics

Spring 2024
SEM Section: 01 TBA Cancelled Keston K. Perry

STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)
Cross-listings: SOC 228
Secondary Cross-listing
Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when 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? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2024
SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder
STU 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: AFR 231 / ENVI 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 231(D2) ENVI 231(D2) STS 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2024

SEM Section: 01 Cancelled

STU 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 / ENVI 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators
Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives  PHLH Nutrition, Food Security + Environmental Health

Spring 2024
TUT Section: T1    TBA     Kim Gutschow

STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: ASIA 269 / REL 269 / ANTH 269

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators—all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies Electives  PHLH Social Determinants of Health

Fall 2023
TUT Section: T1    TBA     Kim Gutschow
STS 275 (S) Environmental Science, Policy, and Justice (DPE)

Cross-listings: ENVI 275

Secondary Cross-listing

Environmental science is much more than collecting data. Scientific experts are often called upon--and often position themselves--to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified "scientific method," and we will think about how Western scientific knowledge relates to other ways of knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

Requirements/Evaluation: several short essays, final essay

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 275(D2) ENVI 275(D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Laura J. Martin

STS 331 (S) Automation in an Unequal Society (DPE)

Cross-listings: SOC 331

Secondary Cross-listing

Could you be competing for a job--even after getting a college degree--with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

Requirements/Evaluation: Class participation; 1 mid-term paper proposal; 1 final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and STS concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 331(D2) SOC 331(D2)
Difference, Power, and Equity Notes: The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Spring 2024

SEM Section: 01    TF 2:35 pm - 3:50 pm    Bhumika Chauhan

STS 370 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: WGSS 371 / ANTH 371

Secondary Cross-listing

We study and seek “campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries.” --Sexual Citizens (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370(D2) WGSS 371(D2) ANTH 371(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This course uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to ‘improve’ community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01    M 7:00 pm - 9:40 pm    Kim Gutschow

STS 373 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 / AMST 372
Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: AMST majors or prospective majors.
Expected Class Size: 16
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023
SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

STS 412 (S) Cold War Archaeology (DPE) (WS)
Cross-listings: AMST 412 / AFR 394

Secondary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and “safety in space,” to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of “urban renewal,” and the figure of the “typical American family” huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

STS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway’s “Situated Knowledges” and Safiya Umoja Noble's “A future for intersectional black feminist technology studies.” We will also read case studies, such as Pat Treusch’s “The Art of Failure in Robotics” and Emily Martin’s “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles.” While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience’s potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final research project (12-15 page essay + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 413(D2) WGSS 413(D2)

Difference, Power, and Equity Notes: Central to “Feminist Technoscience” is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S “Science” and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

Attributes: STS Senior Seminars
THEA 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150

Secondary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, Tesori, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Seniors and Juniors and music majors.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 150(D1) MUS 150(D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

THEA 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: DANC 216 / ASIA 216 / AAS 216 / GBST 214 / AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 216(D1) DANC 216(D1) ASIA 216(D1) AAS 216(D2) GBST 214(D2) AMST 213(D2)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.
Attributes: AAS Core Electives  AAS Gateway Courses

Fall 2023

THEA 220  (S) Greek Tragedy  (DPE)
Cross-listings: CLAS 202 / COMP 220

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus’ Agamemnon, Sophocles’ Electra, and Euripides’ Medea in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Classics, Comp Lit, and Theater majors; first-years; sophomores
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 202(D1) COMP 220(D1) THEA 220(D1)

Difference, Power, and Equity Notes: This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Spring 2024

THEA 226  (S) Gender and the Dancing Body  (DPE)
Cross-listings: AMST 226 / WGSS 226 / DANC 226

Secondary Cross-listing
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2024

SEM Section: 01  WF 11:00 am - 12:15 pm  Munjulika R. Tarah

THEA 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: WGSS 250 / ENGL 253 / COMP 247

Primary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

**Writing Skills Notes:** This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

---

Fall 2023

TUT Section: T1 TBA Amy S. Holzapfel

**THEA 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres** (DPE)

**Cross-listings:** ASIA 275 / COMP 271 / CHIN 275 / AAS 275

**Secondary Cross-listing**

"Asian Theatres," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theatres have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Noh, and Talchum reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite.

**Class Format:** We will have a field trip after Spring Break to the Harvard-Yenching Library to examine their collection of 1989 Tian'anmen Student Protest materials

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) three short papers (3 pages each); 3) a take-home midterm; and 4) participation in a final in-class theatre production.

**Prerequisites:** None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 275(D2) COMP 271(D1) THEA 271(D1) CHIN 275(D1) AAS 275(D2)

**Difference, Power, and Equity Notes:** This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural
space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a
distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm
or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies Electives

Spring 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Man He

THEA 281 (F) Perversity & Play: Embodying Black Feminist Methods in Contemporary Visual Art & Performance (DPE)

Cross-listings: AFR 290 / WGSS 290

Secondary Cross-listing

What critical interpretations can we conceive in examination of emerging Black femme artists who reclaim their bodily autonomies as "mother f**
monsters," reassert their "WAP(s)" as new materialist methods, reembody Harriet Tubman as she leads an army of "Bad b**," and subvert derogatory
archetypes i.e., "mammy," "sapphire" or "venus." In this class we will survey an introduction to the field of Black Feminist studies through this lens of
perversity and play. The subject of perversity points to a violent history of misrepresentation where stereotypes anchored and mobilized perceptions of
Black womanhood while the notion of play offers an analysis that shows how contemporary Black women employ/perform diversions to these limiting
categories of race, gender and sexuality. Students will examine the foundational scholarship from the works of Audre Lorde, Saidiya Hartman,
Hortense Spillers, and Katherine McKittrick (just to name a few). Moreover, an engagement of Black feminist studies will enable students to examine
the social and geographic organizations of Black femme bodies on a global scale. By centering Black feminist methods with decolonial praxis, we will
disassemble a limiting American grammar that imposes Black women to positions of hyper-visibility and absence.

Requirements/Evaluation: 20% Free Writes/ Weekly Reflections; 25% Short Presentation: Discussion Leader; 20% Paper 1; 25% Paper 2; 10% Participation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference to WGSS majors as well as those cross listed in Africana Studies and Theatre Departments. These
enrollment preferences are made to consider students who have specialized interests in these disciplines given the course being advanced

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 290(D2) THEA 281(D1) WGSS 290(D2)

Difference, Power, and Equity Notes: Deals with power imbalances around race, gender and sexuality and how these both manifest in the real world
and also can be addressed through various strands of academic theory.

Attributes: WGSS Theory Courses

Fall 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

THEA 301 (S) Performing Archives: Global Theatre Histories From Antiquity to 1900 (DPE)

This course introduces students to methods of historical research and creative adaptation in the global archives of performance and theatre, stemming
from antiquity to roughly 1900. What is an archive? What is a repertoire? How does embodied knowledge get acquired, stored, and transferred over
time? Who owns, or curates, the artistic remnants and shared traditions of the past? Practicing the skills of a theatre historian, students will engage
with the archives and repertoires of global theatre and performance, learning how to access, research, interpret, and gain deeper understandings of
the artistic past. Examining how contemporary artists have engaged with (adapted, appropriated, recycled, or re-appropriated) historical sources and
materials, students will themselves work towards the creation, development, and, if they like, live performance of their own artistic approaches to and
interpretations of selected archival works. While attending to theatre's formal aspects, we will at the same time focus on the relationship of
performance to politics and society, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which it is historically
embedded and by which it has been shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. This
course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: This class is a combined studio/seminar and will involve both critical study and creative work. Students will be required to present and share their responses to the material studied in the course with one another.

Requirements/Evaluation: active participation in class discussion; a 5-7 page midterm paper on a topic of choice; a 15-minute oral presentation on a selected historical resource; a final 8-10 page paper, 30-page creative adaptation script, or 10-minute live performance

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Theatre majors, as well as students interested in the arts

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the primary sites of knowledge transfer, status, and value in the field. Instead, theatre and performance are approached as global and diverse forms of repertoire and embodied knowledge that must be analyzed in relation to the structures of social inequity and power in which they historically arise.

Spring 2024

SEM Section: 01 T 11:20 am - 12:35 pm R 11:20 am - 12:50 pm Amy S. Holzapfel

THEA 321 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: DANC 323 / MUS 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls’ education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7 pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 323(D1) THEA 321(D1) MUS 323(D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a
critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Attributes: MUS World Music/Ethnomusicology

Spring 2024

SEM Section: 01  MW 7:00 pm - 8:15 pm  Corinna S. Campbell

THEA 336  (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present  (DPE)

Cross-listings: COMP 360 / ENGL 364

Primary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B.Yeats, J.M.Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert "Irishness" as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B  ENGL Literary Histories C

Fall 2023

SEM Section: 01  MR 2:35 pm - 3:50 pm  James L. Pethica

THEA 341  (F) Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings: LATS 341 / AMST 358 / WGSS 347 / SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.
Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses  FMST Related Courses  LATS Comparative Race + Ethnic Studies Electives

Fall 2023

THEA 392  (F)(S)  Black Ecologies: Performances of a Racial & Sexual Environmental Ethics  (DPE)

Cross-listings: WGSS 392 / AMST 392 / AFR 355

Secondary Cross-listing

In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks "are only certain people allowed to nature and its benefits?" In the wake of slogans like "Black Lives Matter," the statement provokes thought on the black body's dehumanized representation within (and in connection to) material culture. Moreover, it centers these violent histories and how performances of anti-blackness are rendered intrinsic to the exploitation of the natural world. In this class we will explore this emerging field of Black Ecologies. We will assess how the concept can further radicalize grassroots initiatives for social justice, inform our understanding on the history of American slavery, and reframe our approaches to environmentalism through a Queer and Feminist Lens. Most excitingly, we will view performances such as Barry Jenkins Moonlight (from a Black and Queer socio-ecological perspective), watch episodes of Ava Duvernay's Queen Sugar and even Beyonce's concert: Renaissance. These contemporary case studies provide us entry into an ecological ethic that centers non-human engagements where we might imagine otherwise possibilities for living in and creating liberated futures.

Requirements/Evaluation: 20% Weekly Journal Entries on Discussion Board; 20% Mini-Assignment 1; 20% Mini-Assignment 2; 25% Final Presentation; 15% Participation

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 392(D2) THEA 392(D1) AMST 392(D2) AFR 355(D2)

Difference, Power, and Equity Notes: Deal fundamentally with axes of difference and various arrays of power and privilege.

Attributes: AFR Core Electives  WGSS Theory Courses

Spring 2024

SEM Section: 01    TR 11:20 am - 12:35 pm    Iyanna C. Hamby
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:** Mix of lectures and seminars

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Attributes:** WGSS Theory Courses

---

**WGSS 105 (F) American Girlhoods** (DPE) (WS)

**Cross-listings:** ENGL 105

**Secondary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19
Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2023

SEM Section: 01    TR 11:20 am - 12:35 pm    Kathryn R. Kent

WGSS 113  (F)  The Feminist Poetry Movement  (DPE) (WS)

Cross-listings: AMST 113 / ENGL 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) WGSS 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the
movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women’s Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives  ENGL Criticism Courses  EXPE Experiential Education Courses  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

Fall 2023

SEM Section: 01  TF 1:10 pm - 2:25 pm  Bethany Hicok

WGSS 115  (F)  Latina Feminist Spiritualities  (DPE)  (WS)

Cross-listings: LATS 115 / REL 115

Secondary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other Afro-Diasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 115(D2)  REL 115(D2)  WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Fall 2023

TUT Section: T1  Cancelled

WGSS 127  (F)  Spring Grass: A Peek into Inequality in China  (DPE)  (WS)

Cross-listings: ASIA 127 / CHIN 427

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother
who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women’s roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong’s proclamation “women can hold up half of the sky” add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 127(D1) WGSS 127(D2) CHIN 427(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Fall 2023
TUT Section: T1 TBA Li Yu

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways that ideas and identities related to sex and gender are formulated and mobilized in music’s performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will
consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 177(D2) MUS 177(D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

---

**WGSS 202  (F)(S) Foundations in Sexuality Studies (DPE)**

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

**Class Format:** discussion

**Requirements/Evaluation:** Class participation, on-line discussion forum, two papers of around 5-7 pages.

**Prerequisites:** None. WGSS 101 may be helpful as background knowledge, but is not required.

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

**Attributes:** AMST Critical and Cultural Theory Electives  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

---

Spring 2024

SEM Section: 01  MR 1:10 pm - 2:25 pm  Corinna S. Campbell

Fall 2023

SEM Section: 01  MR 2:35 pm - 3:50 pm  Abram J. Lewis

Spring 2024
WGSS 225  (F)  Buddhism, Social Change, & Reproductive Justice in the Anthropocene  (DPE)  (WS)

Cross-listings:  ASIA 258 / REL 258 / ANTH 258

Secondary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation:  Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites:  none, but a course in ANTH or REL is preferred

Enrollment Limit:  10

Enrollment Preferences:  ANTH, REL, WGSS majors and ASIA concentrators

Expected Class Size:  10

Grading:   no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 258(D2)  WGSS 225(D2)  REL 258(D2)  ANTH 258(D2)

Writing Skills Notes:  We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes:  We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section:  T1  TBA  Kim Gutschow

WGSS 226  (S)  Gender and the Dancing Body  (DPE)

Cross-listings:  AMST 226 / THEA 226 / DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Requirements/Evaluation:  participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final cumulative essay.

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  first years and sophomores

Expected Class Size:  10-15
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 226(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2024
SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

WGSS 236 (S) Feminist Legal Theory (DPE)

Cross-listings: PSCI 236

Secondary Cross-listing
What can a critical analysis of gender and sexuality bring to the study of law, constitutions, legal interpretation, and the task of judging? Well-known contributions by feminist theorists include the conceptualization and critique of anti-discrimination frameworks, the legal analysis of intersecting systems of social subordination (particularly gender, race, class, sexuality, disability), and the theorization of "new" categories of rights (e.g. sexuate rights). Accompanying these interventions in the legal field is a deep and sustained inquiry into the subject of law: Who can appear before the law as the proper bearer of civil and human rights? What kinds of violations and deprivations can be recognized as harms in need of redress? Who gets to make these judgments, and according to what rules? While our examples will be drawn mainly from family law, the regulation of sex/reproduction, and workplace discrimination, the main task of this course will be to deepen our understanding of how the subject of law is constituted. Illustrative cases to aid our inquiry will be drawn primarily from the USA and Canada, with additional examples from India, South Africa, and possibly European law. Theorists we read will represent many kinds of feminist work that intersect with the legal field, including academic studies in political theory, philosophy, and cultural theory, along with contributions from community organizers engaged in anti-violence work and social justice advocacy.

Requirements/Evaluation: One oral presentation; three 6-8 page papers; regular class participation.

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: Preference will be given to PSCI and WGSS majors and JLST concentrators.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 236(D2) PSCI 236(D2)

Difference, Power, and Equity Notes: The course analyzes the relationship between the legal system and social distributions of power, focusing on the way that inequalities based on gender, race, class and other forms of social stratification either enhance or limit individuals' access to legal protection and legal remedies.

Attributes: JLST Interdepartmental Electives PSCI Political Theory Courses

Spring 2024
SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

WGSS 244 (F) Actually Existing Alternative Economies (DPE)

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.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2023

TUT Section: T1 TBA Kiaran Honderich

WGSS 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: THEA 250 / ENGL 253 / COMP 247

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Tozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utob-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none
Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Fall 2023
TUT Section: T1 TBA Amy S. Holzapfel

WGSS 290 (F) Perversity & Play: Embodying Black Feminist Methods in Contemporary Visual Art & Performance (DPE)

Cross-listings: AFR 290 / THEA 281

Primary Cross-listing

What critical interpretations can we conceive in examination of emerging Black femme artists who reclaim their bodily autonomies as "mother f** monsters," reassert their "WAP(s)" as new materialist methods, reembody Harriet Tubman as she leads an army of "Bad b**," and subvert derogatory archetypes i.e., "mammy," "sapphire" or "venus." In this class we will survey an introduction to the field of Black Feminist studies through this lens of perversity and play. The subject of perversity points to a violent history of misrepresentation where stereotypes anchored and mobilized perceptions of Black womanhood while the notion of play offers an analysis that shows how contemporary Black women employ/perform diversions to these limiting categories of race, gender and sexuality. Students will examine the foundational scholarship from the works of Audre Lorde, Saidiya Hartman, Hortense Spillers, and Katherine McKittrick (just to name a few). Moreover, an engagement of Black feminist studies will enable students to examine the social and geographic organizations of Black femme bodies on a global scale. By centering Black feminist methods with decolonial praxis, we will disassemble a limiting American grammar that imposes Black women to positions of hyper-visibility and absence.

Requirements/Evaluation: 20% Free Writes/Weekly Reflections; 25% Short Presentation: Discussion Leader; 20% Paper 1; 25% Paper 2; 10% Participation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference to WGSS majors as well as those cross listed in Africana Studies and Theatre Departments. These enrollment preferences are made to consider students who have specialized interests in these disciplines given the course being advanced

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 290(D2) THEA 281(D1) WGSS 290(D2)

Difference, Power, and Equity Notes: Deals with power imbalances around race, gender and sexuality and how these both manifest in the real world and also can be addressed through various strands of academic theory.

Attributes: WGSS Theory Courses

Fall 2023
WGSS 308  (S) Parenting for a Feminist-Queer-Trans World  (DPE)

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

Requirements/Evaluation: One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01    TF 2:35 pm - 3:50 pm     Greta F. Snyder

WGSS 311  (F) Trans Film and Media  (DPE)

Cross-listings: AMST 364

Primary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We’ll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary “transgender” politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of “trans visibility” in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.
Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2023
SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

WGSS 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: HIST 319 / ASIA 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2023
SEM Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

WGSS 332 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: AMST 369

Primary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"—and who counts as disabled—varies greatly depending on cultural and historical context. Arguably,
disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be very helpful, but is not required.

Enrollment Limit: 15

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2024

SEM Section: 01  MR 1:10 pm - 2:25 pm  Abram J. Lewis

WGSS 342  (S)  Sexuality in US Modernisms  (DPE)

Cross-listings: ENGL 341

Secondary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism--and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as James, Cather, Far, Hughes, Nugent, Stein, Fitzgerald, and Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Hartman, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 341(D1) WGSS 342(D2)

Difference, Power, and Equity Notes: This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

WGSS 345 (F) The Pedagogy of Liberation (DPE)

Education is inherently political, and politics necessarily involves pedagogy. Who should teach, what is taught, how it is taught, and why it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Perusall, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and reflection, one-on-one discussions

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Attributes: WGSS Theory Courses

Fall 2023

SEM Section: 01    TF 2:35 pm - 3:50 pm     Greta F. Snyder

WGSS 347 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: LATS 341 / AMST 358 / THEA 341 / SOC 340

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the
curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2023

SEM Section: 01 Cancelled

WGSS 361 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)

Secondary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability into media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 361(D2) WGSS 361(D2) LATS 344(D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives
WGSS 371 (S)  Campus and Community Health in Disruptive Times  (DPE) (WS)

Cross-listings:  STS 370 / ANTH 371

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --Sexual Citizens (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation:  Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites:  A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit:  19

Enrollment Preferences:  Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size:  19

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370(D2)  WGSS 371(D2)  ANTH 371(D2)

Writing Skills Notes:  This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes:  This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes:  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  PHLH Methods in Public Health  WGSS Racial Sexual + Cultural Diversity Courses
criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

**Requirements/Evaluation:** in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

**Prerequisites:** preferably AMST 125 or WGSS 101/202

**Enrollment Limit:** 20

**Enrollment Preferences:** AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

**Difference, Power, and Equity Notes:** This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

**Attributes:** AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

---

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

**WGSS 391 (F) Contemporary North American Queer Literatures and Theories (DPE) (WS)**

**Cross-listings:** ENGL 391

**Secondary Cross-listing**

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

**Enrollment Limit:** 19

**Enrollment Preferences:** English majors; WGSS majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 391(D1) WGSS 391(D2)

**Writing Skills Notes:** This course will require at least 20 pages of writing of various sorts, from shorter critical responses to a longer research paper. Students will receive regular and timely feedback on their writing and gain experience with revision as it relates to the process of refining an argument.

**Difference, Power, and Equity Notes:** This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses
In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks “are only certain people allowed to nature and its benefits?” Furthermore Seymour centers Black Queerness with non-human arrangements, thus begetting the question—what subversive potentials lie within alignments of "animality" "un-becoming" or within these natural landscapes that are often exclusionary of Black Queer mobility? In this class we will discuss the resilience of Black queer survival under the duress of racial capitalism and explore critical frameworks within the emerging field of new materialism. In so doing we will produce a comparative analysis implementing a study of non-human systems while simultaneously creating and viewing performances that integrate interspecies and inorganic meditative mediums. We will assess the question, how might non-human engagements radically shift ideological formations of "Man" and convey ecologies of thinking that complicate issues of "thingification?" To answer this question, we will study emerging scholarship in the field of Black Queer Studies such as neologisms like Yanique Norman's Black "fungi-ability" which puts into consideration posthumanist approaches alongside race and gender studies where the analytic of the mushroom points to a relational engagement of a Black & Queer diasporic poetics. Riley Snorton's concept on fungibility as "Trans capability" enables students to also discuss re-empowered embodiments of "flesh" as both a queer and decolonial praxis. Zakiyah Iman Jackson's articulations "on becoming human" also prove foundational as we will mutually explore Black Queer possibility amid the perceived burden of abjection.

**Requirements/Evaluation:**
- 25% Mini-Presentation Linking Black Queer Performances
- 35% Individual Presentations: "Meditations that Matter"
- 25% Daily Journal Entries: Remainder = (Participation)

**Prerequisites:** N/A

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
- WGSS 392(D2) AFR 355(D2)

**Difference, Power, and Equity Notes:** Deal fundamentally with axes of difference and various arrays of power and privilege.

**Attributes:** AFR Core Electives  WGSS Theory Courses
feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final research project (12-15 page essay + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 413(D2) WGSS 413(D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

Attributes: STS Senior Seminars

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Ezra D. Feldman

WGSS 414 (S) Race and Performance (DPE) (WS)

Cross-listings: AAS 414 / AMST 414

Secondary Cross-listing

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 414(D2) WGSS 414(D2) AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of
strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2024
SEM Section: 01    W 1:10 pm - 3:50 pm    Kelly I. Chung

WGSS 415  (S)  Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World  (DPE)

Cross-listings: RLFR 415 / COMP 415

Secondary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published Le droit de la femme et de la citoyenne (1791) challenging gender inequality in France, we will then examine Claire de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation: Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.
Prerequisites: Any 200-level RLFR course, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 415(D1) WGSS 415(D2) COMP 415(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Spring 2024
SEM Section: 01    MW 11:00 am - 12:15 pm    Preea Leelah