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.

AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)
Cross-listings: AFR 104 HIST 104 GBST 104
Secondary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
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, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)
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: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.
AFR 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)

Cross-listings: HIST 158 AFR 158

Secondary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

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

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

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:

HIST 158 (D2) AFR 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners’ efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

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

AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: AFR 159 HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal’s racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the
United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries—class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 159 (D2) HIST 159 (D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identical intelligibility.

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

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

AFR 224 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

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

Fall 2022
TUT Section: T1    TBA     Joy A. James

AFR 227 (F) Colonial Rule and Its Aftermaths in Africa  (DPE)
Cross-listings: GBST 203  HIST 204  AFR 227
Secondary Cross-listing
This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar
Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)
Prerequisites: None
Enrollment Limit: 30
Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies
Expected Class Size: 30
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 203 (D2) HIST 204 (D2) AFR 227 (D2)
Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.
Attributes: HIST Group A Electives - Africa

Fall 2022
LEC Section: 01    MWF 11:00 am - 12:15 pm     Benjamin Twagira

AFR 231 (S) Africa and the Anthropocene  (DPE)
Cross-listings: STS 231  ENVI 231  AFR 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, no fifth course option

Distributions: (D2) (DPE)

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

STS 231 (D2) ENVI 231 (D2) AFR 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: ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

AFR 232 (S) Islam in Africa (DPE)


Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST 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:

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

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

Cross-listings: ENVI 204 GBST 233 AFR 233

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 swaths 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:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**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:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (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 Core Electives

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**AFR 264 (F) The Bible and Slavery** (DPE)

**Cross-listings:** REL 264 AFR 264

**Secondary Cross-listing**

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors or at least one course in Religion

**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:
REL 264 (D2) AFR 264 (D2)

Difference, Power, and Equity Notes: This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022
SEM Section: 01 W 7:00 pm - 9:40 pm Emerson B. Powery

AFR 327 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)

Cross-listings: AFR 327 PHIL 319

Secondary Cross-listing

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

Requirements/Evaluation: Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

Prerequisites: One prior 100 level philosophy course or permission of instructor.

Enrollment Limit: 15
Enrollment Preferences: Preference given to philosophy majors and Africana studies concentrators.

Expected Class Size: 10-15

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:
AFR 327 (D2) PHIL 319 (D2)

Difference, Power, and Equity Notes: Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

Attributes: PHIL History Courses

Fall 2022
SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

AFR 329 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)

Cross-listings: THEA 402 WGSS 402 AMST 402 AFR 329

Secondary Cross-listing

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

Requirements/Evaluation: in-class discussion, short weekly posts, class presentation, final project
Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 12

Enrollment Preferences: senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 402 (D1) WGSS 402 (D2) AMST 402 (D2) AFR 329 (D2)

Writing Skills Notes: Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Spring 2023

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

AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335 ENVI 304 GBST 304 HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

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:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.

Attributes: ENVI Humanities, Arts + Social Science Electives
AFR 353  (F)(S)  Capitalism and Racism in the American Context and Beyond: A Global Approach  (DPE)

Cross-listings:  AMST 345  GBST 344  AFR 353

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:

AMST 345 (D2) GBST 344 (D2) AFR 353 (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
AFR 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

**Cross-listings:** ENGL 320  AFR 365  GBST 365  AMST 365

**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Ponciá Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

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

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

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

ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

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

Fall 2022

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

AFR 367 (F) Black History is Labor History (DPE) (WS)

**Cross-listings:** AFR 367  HIST 367

**Secondary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antunionsm, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.
Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 367 (D2) HIST 367 (D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

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

Fall 2022

SEM Section: 01  MR 1:10 pm - 2:25 pm  Tyran K. Steward

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

Cross-listings: AFR 369  ARTH 308

Secondary Cross-listing

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

Requirements/Evaluation: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

Writing Skills Notes: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

Difference, Power, and Equity Notes: This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Cross-listings: AFR 372  AMST 400  GBST 400  INTR 400  PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, Cuba: A History; Che Guevara: The Motorcycle Diaries; Walter Rodney, How Europe Underdeveloped Africa; Laird Bergad, The Comparative Histories of Slavery in Brazil, Cuba, and the United States; Thomas Sankara, Women's Liberation and the African Freedom Struggle; Nelson Mandela and Fidel Castro, How Far We Slaves Have Come! Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

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

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars
over-enrolled, students may be asked to complete a questionnaire to determine enrollment.

**Expected Class Size:** 10

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

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

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

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques—both oral and written—from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1    TBA    Benjamin Twagira

**AFR 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395  WGSS 395  ENVI 395  GBST 395

**Primary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze ‘geographies of Black struggle’, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**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:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives  ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  WGSS Racial Sexual + Cultural
**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:** Evaluation will be based on class participation, weekly reading questions or discussion posts, and series of written assignments (three 3-page papers; and one 5- to 7-page paper)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** 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 satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, and citizenship in the U.S., and in its recognition and analysis of resistance to such inequities.

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

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

**Secondary Cross-listing**

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

**Class Format:** discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), discussion posts, 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:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

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

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

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

Fall 2022
SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

AMST 125  (F) Introduction to Asian American Studies  (DPE)
Who or what constitutes "Asian American"? Centering this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies. Focusing on foundational texts and cultural production in the field—legal documents, scholarship, film, poetry, and visual and performance art—we will ask who has been included/excluded from this category and trace the shifting constructions of Asian American from the 19th century onward in tandem with other markers of difference, including gender, sexuality, religion, ability, class, and location. Each week, we will study how these constructions have been shaped by ongoing systems of migration, imperialism, settler colonialism, war, racial capitalism, housing, and affirmative action. We will also examine how this term has been fundamentally reimagined and remade. Over the course, we will approach this core question transnationally, hemispherically, and relationally alongside other racial formations.

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: 12

Enrollment Preferences: If over enrolled: first-year students, AMST majors, or students with demonstrated interest in Asian American studies

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm Kelly I. Chung
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

**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 Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

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

Spring 2023

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

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

**Cross-listings:** REL 166  AMST 166  COMP 166  ENGL 268

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores
Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

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

Fall 2022

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

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

Cross-listings: PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

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

Fall 2022

TUT Section: T1 TBA Joy A. James

AMST 206 (S) Designer Genes (DPE)

Cross-listings: WGSS 208 STS 208 ENGL 208 AMST 206

Secondary Cross-listing

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

Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

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

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

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

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

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

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

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Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**AMST 233 (S) Memory and Forgetting** (DPE)

**Cross-listings:** AMST 233 SOC 230

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distributions:** (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

AMST 233 (D2) SOC 230 (D2)

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

Spring 2023

SEM Section: 01  Cancelled

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

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

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 18

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

**Expected Class Size:** 18

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

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

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

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

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

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

Spring 2023

SEM Section: 01  MR 1:10 pm - 2:25 pm  Soledad Fox

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

**Cross-listings:** AMST 252  SOC 252
Secondary Cross-listing

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

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 252 (D2) SOC 252 (D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023
SEM Section: 01    MWF 11:00 am - 12:15 pm     Phi H. Su

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

Cross-listings: AMST 254 HIST 254 LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities’ own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus’s arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: History majors, followed by first- and second-year students
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 254 (D2) HIST 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 2022
LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

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

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

Secondary Cross-listing

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

Class Format: There will be some minor performance elements such as workshops during class.
Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group
Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required
Enrollment Limit: 12
Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
AMST 310 (S) “A language to hear myself”: Advanced Studies in Feminist Poetry and Poetics  (DPE)

Cross-listings:  ENGL 302 AMST 310 WGSS 330

Secondary Cross-listing

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

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

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

Enrollment Limit: 25

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

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

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

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

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

Spring 2023

AMST 334 (F) Sexual Economies  (DPE)

Cross-listings: ANTH 301 WGSS 301 AMST 334

Secondary Cross-listing

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

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

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

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

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

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

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

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

Cross-listings: AMST 345  GBST 344  AFR 353

Primary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors
Expected Class Size: 20  
Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 345 (D2) GBST 344 (D2) AFR 353 (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 2022
SEM Section: 01  W 1:10 pm - 3:50 pm  Souhail Chichah

Spring 2023
SEM Section: 01  W 1:10 pm - 3:50 pm  Souhail Chichah

AMST 358 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 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 (e.g., K-Pop), 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

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

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:
AMST 358 (D2) LATS 341 (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

Spring 2023
SEM Section: 01  W 7:00 pm - 9:40 pm  Gregory C. Mitchell

AMST 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)

Cross-listings: WGSS 361 LATS 344 AMST 361
Secondary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia’s (2020) notion of “marking presence” to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x 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 disability 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 disability 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 Latina/o/x 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 Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina “Loca,” disability in academia, temporality and disability (“Crip Time”), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of “disabled” itself within dominant society as well as Latina/o/x communities.

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

Prerequisites: None.

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, 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

Fall 2022

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

AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)

Cross-listings: STS 363  WGSS 363  AMST 363  MATH 308

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that “the way to right wrongs is to shine the light of truth upon them.” In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

Class Format: This is a research-based tutorial.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an “ungrading” methodology.

Prerequisites: Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

Enrollment Limit: 20

Enrollment Preferences: Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

Expected Class Size: 20

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

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

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

Difference, Power, and Equity Notes: Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022
TUT Section: T1    TBA     Chad M. Topaz
Spring 2023
TUT Section: T1    TBA     Chad M. Topaz

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

Cross-listings: AMST 364  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:

AMST 364  (D2) WGSS 311  (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 2022
SEM Section: 01    W 1:10 pm - 3:50 pm     Abram J. Lewis

AMST 365  (F) Race and Psychoanalysis: Slavery and the Psyche  (DPE)
Cross-listings: ENGL 320  AFR 365  GBST 365  AMST 365

Primary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Poncí Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2022

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

AMST 366  (F) Music in Asian American History  (DPE) (WS)

Cross-listings: MUS 316  AMST 366

Secondary Cross-listing

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitsuji). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Students with curricular experience in Asian American history or music studies.
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 316 (D1) AMST 366 (D2)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022
SEM Section: 01    W 1:10 pm - 3:50 pm     W. Anthony Sheppard

AMST 367 (F) Colonization and the Environment (DPE)
In this course students will explore the intersections of environmental history and the history of colonialism in the United States. We will examine how scholars have crafted narratives that focus on "nature"—both as a cultural concept and as a set of biological processes and systems. Readings and assignments will analyze the ways in which these different "natures" have acted as both agents and objects of historical change. We will pay particular attention to how different environments were impacted by the Euro-American conquest of indigenous homelands. Course topics will include (but are not limited to) European settlement in New England, the North American fur trade, US continental expansion and the destruction of the bison, the transcontinental railroad, the creation of the National Park system, Native American environmental activism, and paramilitary responses to struggles over natural resources (such as the Dakota Access Pipeline protests).

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, short papers, and a semester-long research project.

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference for upper-level (Junior/Senior) students
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, colonialism, and the inequalities that can result from ecological changes that impact how communities live and interact with the natural world. Students in the course are asked to explore how difference, power, and inequality have shaped the environmental history of the United States.

Attributes: AMST Space and Place Electives

Fall 2022
SEM Section: 01    TR 8:30 am - 9:45 am     Stefan B. Aune

AMST 369 (S) Gender, Sexuality & Disability (DPE)
Cross-listings: AMST 369 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:

AMST 369 (D2) WGSS 332 (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.
trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Fall 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**AMST 402 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** THEA 402 WGSS 402 AMST 402 AFR 329

**Primary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

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

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

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

THEA 402 (D1) WGSS 402 (D2) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Spring 2023
SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AMST 407 (S) Colonialism and Critical Theory** (DPE) (WS)

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings
students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions.

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

**Prerequisites:** Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST senior major, but anyone with upper-level humanities training welcome

**Expected Class Size:** 15

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

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

**Writing Skills Notes:** This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

**Difference, Power, and Equity Notes:** This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

**Attributes:** AMST Critical and Cultural Theory Electives  AMST 400-level Senior Seminars

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**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.

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**Spring 2023**

SEM Section: 01  TR 8:30 am - 9:45 am  Stefan B. Aune

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**Fall 2022**

LEC Section: 01  TR 8:30 am - 9:45 am  Joel Lee

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**Spring 2023**

LEC Section: 01  TR 11:20 am - 12:35 pm  David B. Edwards
Cross-listings: ASIA 208 GBST 208 PSCI 220 ANTH 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:

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022

SEM Section: 01    TR 9:55 am - 11:10 am    David B. Edwards

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

Cross-listings: RUSS 217 ANTH 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 Indigenities.

Requirements/Evaluation: Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

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: 10-12
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:
RUSS 217 (D1) ANTH 217 (D2) GBST 219 (D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and 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.

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 2023
SEM Section: 01   MR 2:35 pm - 3:50 pm   Kamal A. Kariem

ANTH 240  (S) Work as a Cultural System  (DPE)
"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that makes its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

Spring 2023
SEM Section: 01   MWF 11:00 am - 12:15 pm   Peter Just

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

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

Secondary Cross-listing

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors
or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**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:** 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:

REL 269 (D2) STS 269 (D2) ASIA 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

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**ANTH 301 (F) Sexual Economies**  (DPE)

**Cross-listings:** ANTH 301  WGSS 301  AMST 334

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

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

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

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

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

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01    MW 7:00 pm - 8:15 pm    Gregory C. Mitchell

ANTH 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)
Cross-listings: WGSS 305 ANTH 305 AMST 305 THEA 304

Secondary Cross-listing

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

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

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

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01    MW 8:25 pm - 9:40 pm    Gregory C. Mitchell

ANTH 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)
Cross-listings: WGSS 371 ANTH 371 STS 370

Primary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and quantitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and
curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

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: 20

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

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

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

Fall 2022

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

SEM Section: 02  Cancelled

ARAB 109 (S) The Iranian Revolution (DPE) (WS)

Cross-listings: HIST 109  ARAB 109

Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

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:

HIST 109 (D2) ARAB 109 (D2)
Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives of ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians?

Attributes: HIST Group E Electives - Middle East

Spring 2023
TUT Section: T1 TBA Magnús T. Bernhardsson

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: 14
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 2022
SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

ARAB 209 (F) Saharan Imaginations (DPE) (WS)
Cross-listings: ARAB 209 ENVI 208 COMP 234
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: 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 209 (D1) ENVI 208 (D1) COMP 234 (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 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

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

Cross-listings: MUS 214 ARAB 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:
MUS 214 (D1) ARAB 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 2023
Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

ARAB 222 (D1) ARTH 222 (D1)

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

Attributes: ARTH post-1800 Courses
Enrollment Preferences: REL, HIST, ARAB, AFR, GBST 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:
HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Spring 2023
SEM Section: 01    MW 11:00 am - 12:15 pm     Saadia Yacoob

ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242  WGSS 242  ARAB 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 14

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:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023
SEM Section: 01    MWF 8:30 am - 9:45 am     Saadia Yacoob

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

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

Requirements/Evaluation: active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

Prerequisites: ARAB 202 or equivalent

Enrollment Limit: 12

Enrollment Preferences: Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

Expected Class Size: 8

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

Distributions: (D1) (DPE) (WS)

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

Difference, Power, and Equity Notes: The texts taught in this course will help students understand gender dynamics, power issues and economic crises as well as discursive power in the Maghrebi and Middle Eastern contexts. Additionally, the students will learn about the situation of women and children and understand how discourses of human rights and equality are affected by traditions, cultures, and different particularisms, which students are invited to deconstruct in their writing and discussions.

Fall 2022

SEM Section: 01  MR 1:10 pm - 2:25 pm  Brahim El Guabli

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

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. 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: 19

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 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Amal Eqeiq

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

Cross-listings: COMP 332  ARAB 331
Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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

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 332 (D1) ARAB 331 (D1)

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

Attributes: GBST Middle Eastern Studies Electives

ARAB 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

Requirements/Evaluation: For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: For RLFR students, any RLFR 200-level course or above, or by permission of instructor.
Enrollment Limit: 18/sec

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

Expected Class Size: 15/sec

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:
ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak
SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 GBST 369 COMP 369 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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:
HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression,
economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023
SEM Section: 01   MR 2:35 pm - 3:50 pm   Amal Eqeiq

ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers’ understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers–ancient and contemporary--made sense of other cultures through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers’ representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

Requirements/Evaluation: Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.

Prerequisites: 302 or equivalent.

Enrollment Limit: 10

Enrollment Preferences: Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

Expected Class Size: 6

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

Difference, Power, and Equity Notes: The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Spring 2023
SEM Section: 01   MWF 11:00 am - 12:15 pm   Brahim El Guabli

ARAB 404 (F) 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.

Fall 2022
SEM Section: 01 Cancelled

ARAB 405 (F) From Page to Stage: Singers and Songwriters of Modern Arab Music (DPE) (WS)

Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned. Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

Requirements/Evaluation: Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 19

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

Expected Class Size: 8

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Fall 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm Nicholas R Mangialardi

ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: ARAB 413 HISt 413 GBST 413 ENVI 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and
embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefited and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East
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

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: 8 object lab assignments, 6 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: First-year students have priority, followed by art history majors, sophomores, juniors, and seniors

Expected Class Size: 45

Grading: 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.

ARHT 206  (S)  What is Islamic Art?  (DPE) (WS)

Cross-listings: REL 204 ARTH 206

Primary Cross-listing

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have
participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 8

**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 204 (D2) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic 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.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

**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 2022
LEC Section: 01  Cancelled

ARTH 222 (S)  Photography in/of the Middle East  (DPE)
Cross-listings: ARAB 222  ARTH 222

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

Class Format: Discussion and GLOW posts required.
Requirements/Evaluation: Discussion, GLOW Posts, final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 222 (D1)  ARTH 222 (D1)

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

Attributes: ARTH post-1800 Courses

Spring 2023
SEM Section: 01  TF 2:35 pm - 3:50 pm  Holly Edwards

ARTH 246 (F)  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. Particular attention will be given to traditions or people that have been erased or misunderstood over time as art history has evolved as a discipline. Students will look, sketch, photograph and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.

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

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**Fall 2022**

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

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

**Cross-listings:** AFR 369  ARTH 308

**Primary Cross-listing**

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

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

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**Spring 2023**

**TUT Section:** T1  TBA  Michelle M. Apotsos

**ARTH 322 (F) Cold War Aesthetics** (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 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 2022

SEM Section: 01 Cancelled

ARTH 390 (F) Art and Representation in the Wake of Empire, Europe After 1945 (DPE)

Foregrounding the exhibition as a critical form of aesthetic and political contestation, this course examines the transformation of colonial projects of early modernity to the post-World War II period. It will situate European visual culture within systems of transnational exchange and the art and cultures of other continents, while reflecting upon its economic and political impacts within its own newly reconfigured borders. National identity will be set in relief against a burgeoning cosmopolitanism, migration shifts, and increased tourism worldwide. Work in a variety of media will illustrate the multifaceted nature of these interactions and their engagement with materials, persons, and things in the commodification and use of natural resources. Of the themes addressed in this course--postcolony, anticapitalism, imperialism, neocolonialism, and existentialism--particular attention will be focused upon the history of independence movements in the former European colonies and their reflection in works of art in Europe and abroad. We will consider the role major international and perennial art exhibitions--such as Documenta in Germany and the Venice Biennale in Italy--have played in the reconceptualization of the field of contemporary art, as well as other institutions of art confronting new waves of fascism in Europe. With a tranhistorical approach, we will assess the work of international curators and cultural theorists who have remapped the relationship between art and politics, and the Global North and South.

Requirements/Evaluation: Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and Studio Art majors, then any interested student

Expected Class Size: 10

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course examines difference, power, and equity in artistic practice as a means of rethinking European identity within a globalized world. Migration, diaspora, and citizenship--and their differentials of power and movement--are central to course assignments and discussions. It focuses on the lasting impacts of colonialism beyond European borders as a way of understanding the logic of cultural hegemony.

Attributes: ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled
ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WS)

Cross-listings: ARTH 440 LATS 440

Primary Cross-listing

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

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

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

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

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

ARTH 440 (D1) LATS 440 (D2)

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

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

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

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

ARTH 460 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.
**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**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:**
ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)

**Cross-listings:** ARTH 561 HIST 454

**Primary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items “collected” over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

**Expected Class Size:** 16

**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:

ARTH 561 (D1)  HIST 454 (D2)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

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

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**ARTS 112 (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:** 10

**Expected Class Size:** 10

**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.

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**ARTS 222 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical 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:** 12

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

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed $200-$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)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ARTS 202 (D1) ENVI 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 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 temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023  
STU Section: 01  W 1:10 pm - 3:50 pm  Giuseppina Forte

**ARTS 261 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261  ENVI 260

**Secondary Cross-listing**

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

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

**Expected Class Size:** 15

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar 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

Fall 2022  
SEM Section: 01  TR 8:30 am - 9:45 am  Giuseppina Forte

**ARTS 314 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314  ENVI 310

**Primary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or
preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist—the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. 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 in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**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:** Costs will depend on the medium chosen for this course, but should not exceed $200-$350; students on financial aid may utilize the book grant to defray materials costs.

**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 multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

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

**Cross-listings:** ENVI 316 ARTS 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 relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This 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 and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

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

**Expected Class Size:** 15

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

**Materials/Lab Fee:** Costs will vary, but should not exceed $200-$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)

**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

Spring 2023

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

ARTS 345 (S) Art in Times of Crisis  (DPE)

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, students will do readings and investigations into art activist case studies from social movements such as Puerto Rican sovereignty, HIV + AIDS, and global climate justice.

**Requirements/Evaluation:** readings, screenings, attendance, participation, and committed completion of assignments

**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration

**Enrollment Limit:** 10

**Expected Class Size:** 10

**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:** This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2023

STU Section: 01    T 7:00 pm - 9:40 pm     Cecilia Aldarondo

ASIA 105 (F) Arts of South Asia  (DPE)

**Cross-listings:** ASIA 105  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.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

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

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors
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:

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

Fall 2022
LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

ASIA 208  (F) The U.S. and Afghanistan: A Post-Mortem  (DPE)
Cross-listings: ASIA 208  GBST 208  PSCI 220  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:

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022
SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

ASIA 215  (S) Foundations of Confucian Thought  (DPE) (WS)
Cross-listings: REL 295 ASIA 215 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), the Mengzi (often romanized as "Mencius"), the writings of Xunzi, and the Classic of Filial Piety. 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 4 short papers (3-4 pages each), one longer final paper (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: 15

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) ASIA 215 (D1) CHIN 215 (D1)

Writing Skills Notes: Writing will include 4 short papers (3-4 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 functioning in both beneficial and deleterious ways in society.
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:
CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2022
SEM Section: 01    TF 1:10 pm - 2:25 pm     Man  He

ASIA 228  (S)  Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films  (DPE) (WS)
Cross-listings: ASIA 228  COMP 297  CHIN 428
Secondary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.
Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428
Enrollment Limit: 10
Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration
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 228 (D1) COMP 297 (D1) CHIN 428 (D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses
**ASIA 241 (S) Colonialism and Underdevelopment in South Asia**  (DPE) (QFR)

**Cross-listings:** ECON 240  ASIA 241

**Secondary Cross-listing**

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

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

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

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

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

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

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantitative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

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

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

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

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**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: 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:
REL 269 (D2) STS 269 (D2) ASIA 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 2022
TUT Section: T1 TBA Kim Gutschow

ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: ASIA 315 HIST 315

Secondary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

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:
ASIA 315 (D2) HIST 315 (D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities. 

Attributes: HIST Group B Electives - Asia
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: 60

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: 60

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

CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)

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), the Mengzi (often romanized as "Mencius"), the writings of Xunzi, and the Classic of Filial Piety.
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 4 short papers (3-4 pages each), one longer final paper (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:** 15

**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) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 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 functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01  MWF 10:00 am - 10:50 am  Christopher M. B. Nugent

**CHIN 226 (F) Chinese Film and Its Significant Others**  
**Cross-listings:** CHIN 226  COMP 296  ASIA 226

**Primary Cross-listing**

From the first “wows” that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**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:

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)
Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2022

SEM Section: 01  TF 1:10 pm - 2:25 pm  Man He

CHIN 428  (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films  (DPE) (WS)

Cross-listings: ASIA 228  COMP 297  CHIN 428

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation:  attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297;  CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

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 228 (D1)  COMP 297 (D1)  CHIN 428 (D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses

Spring 2023

TUT Section: T1  TBA  Man He

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

Cross-listings: REL 166  AMST 166  COMP 166  ENGL 268
Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

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

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

Fall 2022

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

COMP 219 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)

Cross-listings: RLFR 232 COMP 219

Secondary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's Portrait d'une négresse (1800) and discuss how France is using such works today to reckon with its history of discrimination.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

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:
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 in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023
SEM Section: 01    MR 2:35 pm - 3:50 pm     Preea  Leelah

COMP 223 (S) Japanese Food Culture in a Global Context  (DPE)
Cross-listings:  COMP 223  JAPN 223

Secondary Cross-listing
The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation:  active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

Expected Class Size:  12

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:

COMP 223 (D1) JAPN 223 (D1)

Difference, Power, and Equity Notes: This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023
SEM Section: 01      Cancelled

COMP 230  (F)  The Renaissance in England and the European Continent: Self and World  (DPE) (WS)
Cross-listings:  ENGL 228  COMP 230

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

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

COMP 234 (F) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 ENVI 208 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: 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 209 (D1) ENVI 208 (D1) COMP 234 (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 2022
SEM Section: 01  MR 2:35 pm - 3:50 pm  Brahim El Guabli

COMP 242 (S) Americans Abroad (DPE)

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

Primary Cross-listing

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

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

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

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

Expected Class Size: 18

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

Distributions: (D1) (DPE)

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

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

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

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

Spring 2023
SEM Section: 01  MR 1:10 pm - 2:25 pm  Soledad Fox

COMP 244 (S) Black Mediterranean (DPE) (WS)

Cross-listings: GBST 244  COMP 244

Primary Cross-listing
Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari’s definition of “minor literature” as literature that a “minority constructs within a major language” and in which “language is affected with a high coefficient of deterritorialization,” we explore the political, cultural, and anthropological effects of such literature in today’s European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter’s quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scengo), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**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:**

GBST 244 (D2) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

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

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserratti

**COMP 260 (F) Francophone Graphic Novels** (DPE)

**Cross-listings:** RLFR 260 COMP 260

**Secondary Cross-listing**

In this class we will read contemporary graphic novels and bandes dessinées from Côte d’Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. Conducted in French.

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

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

**Expected Class Size:** 15

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

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

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

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic
narrative and performance in Cross-listings: MUS 214 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:  
MUS 214 (D1) ARAB 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.
Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

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:

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)

Cross-listings: ASIA 228 COMP 297 CHIN 428

Secondary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

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 228 (D1) COMP 297 (D1) CHIN 428 (D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize
ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 308 (F) Building Francophone Cities: Literature, Art and History** (DPE)

**Cross-listings:** RLFR 307 COMP 308

**Secondary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

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

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

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

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**COMP 327 (F) Romanticism, Belatedly** (DPE)

**Cross-listings:** ENGL 324 COMP 327

**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 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 (10 pages), one presentation (15 mins), one final paper (15 pages)

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

**Enrollment Limit:** 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

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**Fall 2022**

**SEM Section: 01** MWF 11:00 am - 12:15 pm Paresh Chandra

**COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)**

**Cross-listings:** COMP 332 ARAB 331

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**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 332 (D1) ARAB 331 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women,
articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

**COMP 350 (S) Separation: An Introduction to Postcolonial Literature** (DPE)

**Cross-listings:** COMP 350 ENGL 352

**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, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, 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:**

COMP 350 (D1) ENGL 352 (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 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**COMP 361 (S) Repairing a Broken World: Intro to North African Contemporary Art** (DPE)

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading
theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

Requirements/Evaluation: For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18/sec

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

Expected Class Size: 15/sec

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:

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 GBST 369 COMP 369 ARAB 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a “boom” in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this “indigenous boom” by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent “boom” of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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:

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)
Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

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

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

Cross-listings: RLFR 414  COMP 414

Secondary Cross-listing

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

Requirements/Evaluation: three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

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 414 (D1) COMP 414 (D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01   MW 11:00 am - 12:15 pm   Sophie F. Saint-Just

DANC 125 (S) Music and Social Dance in Latin America (DPE)

Cross-listings: MUS 125  DANC 125

Secondary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize
gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

**Class Format:** seminar/studio

**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.

**Expected Class Size:** 20

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

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

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

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

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

**Attributes:** GBST Latin American Studies Electives  MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Corinna S. Campbell

**ECON 105 (F) Gender in the Global Economy** (DPE)

**Cross-listings:** WGSS 211  ECON 105

**Secondary Cross-listing**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 12

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

**Unit Notes:** This course cannot count toward the ECON major.

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

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

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives  WGSS Racial Sexual + Cultural Diversity Courses
ECON 204  (S)  Global Poverty and Economic Development  (DPE)

Cross-listings:  ENVI 234  ECON 507  ECON 204

Primary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation:  short written assignments and empirical exercises; two individual take-home exams; final group project

Prerequisites:  one economics course or permission of instructor

Enrollment Limit:  25

Enrollment Preferences:  first-year and sophomore students

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:

ENVI 234 (D2) ECON 507 (D2) ECON 204 (D2)

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

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

Spring 2023

LEC Section: 01    MW 11:00 am - 12:15 pm    Pamela  Jakiela

ECON 218  (S)  Capital and Coercion  (DPE) (WS)

Cross-listings:  GBST 218  ECON 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 be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

Requirements/Evaluation:  Students will be evaluated based on class participation and on four essays.

Prerequisites:  Econ 110

Enrollment Limit:  19

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

Expected Class Size:  19
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

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

GBST 218 (D2) ECON 218 (D2)

Writing Skills Notes: Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

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: POEC International Political Economy Courses

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Ashok S. Rai

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

Cross-listings: ECON 240 ASIA 241

Primary Cross-listing

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

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

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

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

Distributions: (D2) (DPE) (QFR)

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

ECON 240 (D2) ASIA 241 (D2)

Difference, Power, and Equity Notes: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

Quantitative/Formal Reasoning Notes: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

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

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

ECON 257 (S) The Economics of Race (DPE)

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

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 U.S. Political Economy + Public Policy Course

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Owen Thompson

ECON 507 (S) Global Poverty and Economic Development (DPE)

Cross-listings: ENVI 234 ECON 507 ECON 204

Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: short written assignments and empirical exercises; two individual take-home exams; final group project

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

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:

ENVI 234 (D2) ECON 507 (D2) ECON 204 (D2)

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

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

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela
ENGL 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 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.

Attributes: AMST Arts in Context Electives

Fall 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023
SEM Section: 01 MW 7:00 pm - 8:15 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? In this class we will read novels (Virginia Woolf, Chinua Achebe, Nadine Gordimer), historical narrative (W.E.B. Dubois), critical-theoretical essays (Angela Davis), and philosophy of science (Thomas Kuhn), to examine the ways human beings fashion to work through, think about, and represent change.

Requirements/Evaluation: Two contextualization essays (4-page), one precis (3-page), one proposal (1-page), and one essay (10-page)

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: yes 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 2023

SEM Section: 01  MWF 8:30 am - 9:45 am  Paresh Chandra

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)
Cross-listings: ENGL 113  AMST 113  WGSS 113

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

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

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), discussion posts, 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:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

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

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

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

Fall 2022

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

ENGL 208 (S) Designer Genes (DPE)
Cross-listings: WGSS 208  STS 208  ENGL 208  AMST 206
Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Majors, concentrators, juniors and seniors

Expected Class Size: 25

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

Distributions: (D1) (DPE)

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

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

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

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

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

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

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

**Primary Cross-listing**

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

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions
**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

ENGL 228 (D1) COMP 230 (D1)

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

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

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

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**ENGL 231 (F)(S) Literature of the Sea (DPE)**

**Cross-listings:** MAST 231 ENGL 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:
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 2022
SEM Section: 01    MW 10:30 am - 11:45 am     Ned G. Schaumberg

Spring 2023
SEM Section: 01    MW 10:30 am - 11:45 am     Ned G. Schaumberg

ENGL 232  (S) We the People in the Stacks: Democracy and Literatures of Archives  (DPE)

Cross-listings:  LATS 232  ENGL 232

Secondary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

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:

LATS 232 (D2) ENGL 232 (D1)

Difference, Power, and Equity Notes: This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

Attributes: LATS Core Electives

Spring 2023
SEM Section: 01    W 1:10 pm - 3:50 pm     Nelly A. Rosario

ENGL 250  (S) Americans Abroad  (DPE)

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

Secondary Cross-listing

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

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

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

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

Expected Class Size: 18

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

Distributions: (D1) (DPE)

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

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

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

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

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

ENGL 252 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: ENGL 252 LATS 222

Secondary Cross-listing

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

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

Distributions: (D1) (DPE)

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

ENGL 252 (D1) LATS 222 (D2)

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

Attributes: LATS Core Electives
ENGL 268 (F) Being Muslim, Being American: American Muslim Literature in the 21st century  (DPE)

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

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

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

Fall 2022

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

ENGL 279 (F) 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 Latinx 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 Chicano voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyorican, Cubanos, 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 identify-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,
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

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)

Cross-listings: ENGL 302 AMST 310 WGSS 330

Primary Cross-listing

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

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

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

Enrollment Limit: 25

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

Expected Class Size: 25

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 302 (D1) AMST 310 (D2) WGSS 330 (D2)

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

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural
ENGL 311  (S) Trans-American Modernisms: Latin America, the Caribbean, and the Black and Latinx U.S.  (DPE)

What would it mean to rethink Modernism through a hemispheric-American lens? This course aims to broaden your perspective of what “Modernism” (as it is known in the Anglophone world) is and/or could be. Our approach assumes that the history of Modernism as a global literary movement made up of divergent though related literatures is yet to be written. It also seeks to resituate our understanding of Latinx literature within the geo-social space of the U.S. South and the Global South, treating "Latinx" as a hemispheric project while facilitating cross-disciplinary conversation between African American Studies, Latin American Studies, and American Studies. We'll begin by reading contemporary literary theory to introduce a global perspective to the study of modernist movements. Thereafter we'll turn to study Modernism's major nineteenth-century precursor poets of the Americas (Whitman, Dickinson, Martí, and Dario) to articulate key questions about modernist innovation and what it means for the poets and artists of the geo-social peripheries to participate in, repudiate, or be excluded from l'esprit nouveau of modernist and avant-garde movements. We will examine what George Yúdice calls the "double bind" situation of the Latin American artist (either be Europe's double or its Other), as we survey early to mid twentieth-century Latin American and Caribbean responses to European Surrealism. From there we will move to consider the trans-American dialogue between Langston Hughes, Nicolás Guillén, and Federico García Lorca (whose Poeta en Nueva York recounts the poet's journey from Black Harlem to Cuba). Finally, we will zero in on the early to mid twentieth-century Black and Latinx experiences of modernism/modernity in the U.S. while also attending to where questions of race, class, and gender/sexuality emerge in the canon of Anglo-American Modernism.

Requirements/Evaluation:  Active participation in in-class and online discussion, two close-reading papers (5 pages each), contributions to course blog, and a final 8-10 page 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:  25

Enrollment Preferences:  English majors, but non-majors with a strong interest in the subject are welcome.

Expected Class Size:  25

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

Distributions:  (D1)  (DPE)

Difference, Power, and Equity Notes:  This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout U.S. and Latin American history. The course emphasizes the experiences of colonization and U.S. imperialism in Latin America, those of social conflict in border regions throughout the U.S., and African-American experiences of racial injustice.

Attributes:  ENGL Literary Histories C  LATS Countries of Origin + Transnationalism Elect

ENGL 320  (F) Race and Psychoanalysis: Slavery and the Psyche  (DPE)

Cross-listings:  ENGL 320  AFR 365  GBST 365  AMST 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Poncíà Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic
interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

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

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

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

ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

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

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**ENGL 324**

**Fall 2022**

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

**ENGL 324 (F) Romanticism, Belatedly** (DPE)

**Cross-listings:** ENGL 324  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 (10 pages), one presentation (15 mins), one final paper (15 pages)

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

**Enrollment Limit:** 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

Fall 2022
SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

ENGL 341 (F) Sexuality in US Modernisms (DPE)
Cross-listings: ENGL 341  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 Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freund, 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

Fall 2022
SEM Section: 01 MR 1:10 pm - 2:25 pm Kathryn R. Kent

ENGL 352 (S) Separation: An Introduction to Postcolonial Literature (DPE)
Cross-listings: COMP 350  ENGL 352
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, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

Requirements/Evaluation: Weekly journals, mid-term paper (6-page), conference, 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:

COMP 350 (D1) ENGL 352 (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 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: ENVI 134 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: 60

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: 60

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 2022
LEC Section: 01      Cancelled

ENVI 201 (S) The Geoscience of Epidemiology and Public Health  (DPE)
Cross-listings: ENVI 201 GEOS 207
Secondary Cross-listing
The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.
Prerequisites: No prerequisites
Enrollment Limit: 34
Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 201 GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Attributes: ENVI Natural World Electives  GEOS Group B Electives - Sediments + Life  PHLH Nutrition,Food Security+Environmental Health

Spring 2023
LEC Section: 01 Canelled
LAB Section: 02 Canelled

ENVI 202 (S) Critical Spatial Practice: Design for Alternative Futures  (DPE)
Cross-listings: ENVI 202 ARTS 222
Secondary Cross-listing
In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception,
imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical 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:** 12

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

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed $200-$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)

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 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 temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01    W 1:10 pm - 3:50 pm    Giuseppina Forte

**ENVI 204 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

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

**Secondary Cross-listing**

Evictions 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:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**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:
ENVI 204 (D2) GBST 233 (D2) AFR 233 (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 Core Electives

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Fall 2022
LEC Section: 01    MWF 11:00 am - 12:15 pm     Keston K. Perry

ENVI 208  (F) Saharan Imaginations  (DPE) (WS)
Cross-listings: ARAB 209  ENVI 208  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: 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 209 (D1) ENVI 208 (D1) COMP 234 (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

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Fall 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm     Brahim El Guabli

ENVI 231  (S) Africa and the Anthropocene  (DPE)
Cross-listings: STS 231  ENVI 231  AFR 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, no fifth course option

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

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

STS 231 (D2) ENVI 231 (D2) AFR 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:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

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**Secondary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**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:

ENVI 234 (D2) ECON 507 ECON 204 (D2)

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

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

Spring 2023
LEC Section: 01  MW 11:00 am - 12:15 pm  Pamela Jakiela

**ENVI 260 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261  ENVI 260

**Primary Cross-listing**

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

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

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar 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

Fall 2022
SEM Section: 01  TR 8:30 am - 9:45 am  Giuseppina Forte

**ENVI 297 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297  GBST 287

**Primary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators
Fall 2022

SEM Section: 01    MW 7:00 pm - 8:15 pm     Brittany Meché

ENVI 304  (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Secondary Cross-listing
In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

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:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01    TF 1:10 pm - 2:25 pm     Benjamin Twagira

ENVI 310  (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)

Cross-listings: ARTS 314  ENVI 310
Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist—the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. 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 in tutorials.

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**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:** Costs will depend on the medium chosen for this course, but should not exceed $200-$350; students on financial aid may utilize the book grant to defray materials costs.

**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 multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

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**ENVI 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space** (DPE)

**Cross-listings:** ENVI 316 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 relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This 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 and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

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

**Expected Class Size:** 15

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

**Materials/Lab Fee:** Costs will vary, but should not exceed $200-$350. 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

Spring 2023

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

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: MAST 351 ENVI 351 PSCI 319

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:
MAST 351 (D2) ENVI 351 (D2) PSCI 319 (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 Comparative POEC/Public Policy Courses

Fall 2022
ENVI 395 (F) Black Reparations Within/Beyond Borders (DPE)
Cross-listings: AFR 395  WGSS 395  ENVI 395  GBST 395

Secondary Cross-listing
Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze ‘geographies of Black struggle’, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: If over-enrollment, preference to AFR, GBST and HIST students

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:
AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

Difference, Power, and Equity Notes: This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

Attributes: AFR Core Electives  ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01  TF 2:35 pm - 3:50 pm  Keston K. Perry

ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: ARAB 413  HIST 413  GBST 413  ENVI 413

Secondary Cross-listing
What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city
planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefited and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**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:

ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01  M 7:00 pm - 9:40 pm  Magnús T. Bernhardsson

**GBST 101 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

**Primary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunnī and Shi‘a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

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

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power—interact globally and in the USA.

**Fall 2022**
LEC Section: 01    TR 8:30 am - 9:45 am     Farid Hafez

**GBST 104  (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104  HIST 104  GBST 104

**Secondary Cross-listing**
This course highlights African experiences of World War II. Although most histories have excluded Africa’s role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

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

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**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:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives  GBST African Studies Electives  HIST Group A Electives - Africa

**Spring 2023**
SEM Section: 01    MWF 11:00 am - 12:15 pm     Benjamin Twagira

**GBST 203  (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203  HIST 204  AFR 227

**Secondary Cross-listing**
This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 30

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 203 (D2) HIST 204 (D2) AFR 227 (D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes: HIST Group A Electives - Africa

Fall 2022
LEC Section: 01    MWF 11:00 am - 12:15 pm    Benjamin Twagira

GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: ASIA 208 GBST 208 PSCI 220 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:
ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022
SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

GBST 218 (S) Capital and Coercion (DPE) (WS)

Cross-listings: GBST 218 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 be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

Requirements/Evaluation: Students will be evaluated based on class participation and on four essays.

Prerequisites: Econ 110

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

GBST 218 (D2) ECON 218 (D2)

Writing Skills Notes: Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing 
assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also 
carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

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: POEC International Political Economy Courses

Spring 2023
SEM Section: 01 MWF 8:30 am - 9:45 am Ashok S. Rai

GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 ANTH 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 grapples with Indigeneity as a social category and other social formations, especially 
etnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection,
and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**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:** 10-12

**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:

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

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and 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.

**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 2023

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

**GBST 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Secondary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention—including military, humanitarian, and resource extraction—as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions—the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies 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:

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses
GBST 232 (S) Islam in Africa (DPE)


Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST 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:

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

GBST 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)

Cross-listings: ENVI 204 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: Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

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:
ENVI 204 (D2) GBST 233 (D2) AFR 233 (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 Core Electives

Fall 2022
LEC Section: 01    MWF 11:00 am - 12:15 pm     Keston K. Perry

GBST 242 (S) Americans Abroad (DPE)

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

Secondary Cross-listing

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

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

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

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

Expected Class Size: 18

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 242 (D1) ENGL 250 (D1) GBST 242 (D2) AMST 242 (D2)

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

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

Spring 2023
SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

GBST 243 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: PSCI 244 GBST 243 REL 247

Primary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course 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. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only 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. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

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

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

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

PSCI 244 (D2) GBST 243 (D2) REL 247 (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. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023
SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

GBST 244 (S) Black Mediterranean (DPE) (WS)

Cross-listings: GBST 244 COMP 244

Secondary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse.
Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter’s quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: Students will meet twice a week with me.

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

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:

GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

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

Spring 2023

SEM Section: 01    TF 1:10 pm - 2:25 pm     Michele Monserrati

GBST 262 (S) Paper Trails (DPE)

Cross-listings: GBST 262 SOC 262 STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology 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 262 (D2) SOC 262 (D2) STS 262 (D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.
GBST 287 (F) Global Sustainable Development (DPE)

Cross-listings: ENVI 297 GBST 287

Secondary Cross-listing

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

Requirements/Evaluation:  Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Envi 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:

ENVI 297 (D2) GBST 287 (D2)

Difference, Power, and Equity Notes: This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the ”developing world” through a deep engagement with history and policy-making.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335 ENVI 304 GBST 304 HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None
Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

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:

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

GBST 321 (F) Migration Governance: A Global Perspective (DPE)

Cross-listings: GBST 321 PSCI 322 LEAD 324

Secondary Cross-listing

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the emigration governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

Requirements/Evaluation: Participation, 3 Short Response Papers, Research Paper (15 pages)

Prerequisites: PSCI 202 or PSCI 204 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

Difference, Power, and Equity Notes: This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses
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.
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:

AMST 345 (D2) GBST 344 (D2) AFR 353 (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 2022

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

Spring 2023

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

GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: RUSS 348  SOC 348  GBST 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: (D2) (DPE) (WS)

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

RUSS 348 (D1) SOC 348 (D2) GBST 348 (D2)

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

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

GBST 358 (F) Religion and Law (DPE)

Cross-listings: GBST 358 REL 358

Secondary Cross-listing

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

Requirements/Evaluation: reading response, two essays, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

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:

GBST 358 (D2) REL 358 (D2)

Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

GBST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 AFR 365 GBST 365 AMST 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Ponciá Vicêncio,
Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2022

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

GBST 369  (S) Indigenous Narratives: From the Fourth World to the Global South  (DPE) (WS)

Cross-listings: HIST 306  GBST 369  COMP 369  ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Eqeiq

GBST 395 (F) Black Reparations Within/Beyond Borders (DPE)
Cross-listings: AFR 395 WGSS 395 ENVI 395 GBST 395

Secondary Cross-listing
Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze 'geographies of Black struggle', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparations today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrollment, preference to AFR, GBST and HIST students

Expected Class Size: 10

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

Distributions: (D2) (DPE)

Fall 2022

Cross-listings: AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Fall 2022

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

GBST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: ARAB 413 HIST 413 GBST 413 ENVI 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefited and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction projects. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Fall 2022
SEM Section: 01 M 7:00 pm - 9:40 pm  Magnús T. Bernhardsson

GBST 480  (F) Media and Society in Africa  (DPE) (WS)

Cross-listings: HIST 480  GBST 480  AFR 381

Secondary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers’, readers’ and listeners’ control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media’s role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

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:
HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers’ writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.
GEOS 207 (S) The Geoscience of Epidemiology and Public Health (DPE)
Cross-listings: ENVI 201 GEOS 207

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.
Prerequisites: No prerequisites
Enrollment Limit: 34
Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 201 (D3) GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.
Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security + Environmental Health

Spring 2023
LEC Section: 01 Cancelled
LAB Section: 02 Cancelled

HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)
Cross-listings: AFR 104 HIST 104 GBST 104

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.
Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

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

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, no fifth course option

Distributions: (D2) (DPE) (WS)

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

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

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: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01    MWF 11:00 am - 12:15 pm    Benjamin Twagira

HIST 109  (S)  The Iranian Revolution  (DPE) (WS)

Cross-listings: HIST 109 ARAB 109

Primary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

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:

HIST 109 (D2) ARAB 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians
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 E Electives - Middle East

HIST 158  (S)  North of Jim Crow, South of Freedom  (DPE) (WS)

Cross-listings:  HIST 158  AFR 158

Primary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

Requirements/Evaluation:  Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

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

Enrollment Limit:  19

Enrollment Preferences:  first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.
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:

HIST 158 (D2) AFR 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

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

Spring 2023

SEM Section: 01  W 1:10 pm - 3:50 pm  Tyran K. Steward

HIST 159  (F)  Crossing the Color Line: A History of Passing  (DPE) (WS)

Cross-listings:  AFR 159  HIST 159

Primary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a black woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 159 (D2) HIST 159 (D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.
HIST 202  (S)  Islam in Africa  (DPE)

**Cross-listings:**  HIST 202  GBST 232  AFR 232  REL 232  ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:**  None

**Enrollment Limit:**  25

**Enrollment Preferences:**  REL, HIST, ARAB, AFR, GBST 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:

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:**  HIST Group A Electives - Africa

Spring 2023

**SEM Section:** 01  MW 11:00 am - 12:15 pm  Saadia Yacoob

HIST 204  (F)  Colonial Rule and Its Aftermaths in Africa  (DPE)

**Cross-listings:**  GBST 203  HIST 204  AFR 227

**Primary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:**  Mixed format of lecture and discussion seminar

**Requirements/Evaluation:**  active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)
**Prerequisites:** None  
**Enrollment Limit:** 30  
**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies  
**Expected Class Size:** 30  
**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 203 (D2) HIST 204 (D2) AFR 227 (D2)  
**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.  
**Attributes:** HIST Group A Electives - Africa  

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**Fall 2022**  
LEC Section: 01  MWF 11:00 am - 12:15 pm  Benjamin Twagira  

**HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**  
**Cross-listings:** AMST 254  HIST 254  LEAD 254  
**Primary Cross-listing**  
This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.  
**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.  
**Prerequisites:** none  
**Enrollment Limit:** 19  
**Enrollment Preferences:** History majors, followed by first- and second-year students  
**Expected Class Size:** 19  
**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** (D2) (DPE)  
This course is cross-listed and the prefixes carry the following divisional credit:  
AMST 254 (D2) HIST 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.
Fall 2022
LEC Section: 01    TR 9:55 am - 11:10 am     Christine DeLucia

HIST 255  (F)  From Sand Creek to Standing Rock: Recent Native American Histories  (DPE)
This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future, centering community voices, scholarship, and interpretations. Beginning with Sand Creek and the violences experienced by Native communities in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to recent protective actions at Standing Rock and Mauna Kea in the 21st century. Topics include treaty-making and diplomacy; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; urban relocation policy and experiences; Red Power activism and Indigenous internationalism; treaty rights activism and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast–Stockbridge-Munsee Mohican homelands--in which Williams College is situated.

Requirements/Evaluation:  class discussion, reading responses, short analytic essays, archival/object analysis, final essay/project
Prerequisites:  Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.
Enrollment Limit:  15
Enrollment Preferences:  History and American Studies majors; then first- and second-year students from any major
Expected Class Size:  15
Grading:  yes pass/fail option,     yes fifth course option
Distributions:  (D2)  (DPE)
Difference, Power, and Equity Notes:  This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.
Attributes:  HIST Group F Electives - U.S. + Canada

Fall 2022
SEM Section: 01      Cancelled

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.

Requirements/Evaluation:  The focus of this seminar is experiential, collaborative, and community-based learning and 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

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**Spring 2023**

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

**HIST 304  (S) Sacred Custodians: Environmental Conservation in Africa** (DPE)

**Cross-listings:** AFR 335  ENVI 304  GBST 304  HIST 304

**Primary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maithai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**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:**

AFR 335  (D2) ENVI 304  (D2) GBST 304  (D2) HIST 304  (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

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Spring 2023
HIST 306  (S)  Indigenous Narratives: From the Fourth World to the Global South  (DPE)  (WS)

Cross-listings:  HIST 306  GBST 369  COMP 369  ARAB 369

Secondary Cross-listing
In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poets in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation:  active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 306  (D2)  GBST 369  (D2)  COMP 369  (D1)  ARAB 369  (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes:  GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

HIST 315  (F)  Minorities and the State in Modern East Asia  (DPE)

Cross-listings:  ASIA 315  HIST 315

Primary Cross-listing
This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority
peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world?

The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

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:

ASIA 315 (D2) HIST 315 (D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

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

Cross-listings: HIST 332 WGSS 331

Primary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: This course will be taught as a discussion course, with discussions focused on the assigned readings.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

Prerequisites: None; open to all students.

Enrollment Limit: 25

Enrollment Preferences: Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment
preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

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

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

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

HIST 332 (D2) WGS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

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**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

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**HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)**

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Requirements/Evaluation:** class participation, response papers, two short papers, and a longer (10-page) final essay

**Prerequisites:** none

**Enrollment Limit:** 25
Enrollment Preferences: History majors

Expected Class Size: 22-25

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse—and biased—categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

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

Spring 2023

SEM Section: 01  TR 8:30 am - 9:45 am  Roger A. Kittleson

HIST 352  (F)(S)  American Maritime History  (DPE) (WS)

Cross-listings: HIST 352  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 2022

SEM Section: 01  MW 9:00 am - 10:15 am  Sofia E. Zepeda

Spring 2023

SEM Section: 01  MW 9:00 am - 10:15 am  Sofia E. Zepeda
HIST 367  (F)  Black History is Labor History  (DPE) (WS)

Cross-listings:  AFR 367  HIST 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation:  Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites:  Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit:  25

Enrollment Preferences:  HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size:  20

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

Distributions:  (D2)  (DPE) (WS)

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

AFR 367 (D2)  HIST 367 (D2)

Writing Skills Notes:  Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes:  This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

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

Fall 2022

SEM Section:  01    MR 1:10 pm - 2:25 pm    Tyran K. Steward

HIST 385  (F)  Latinx Activism: From the Local to the Transnational  (DPE) (WS)

Cross-listings:  LATS 385  HIST 385

Primary Cross-listing

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group’s migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries,
arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin—a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

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

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

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

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

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

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**HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition**  (DPE) (WS)

**Cross-listings:** ARAB 413 HIST 413 GBST 413 ENVI 413

**Primary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

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

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

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

ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)
Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01    M 7:00 pm - 9:40 pm     Magnús T. Bernhardsson

HIST 430  (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism  (DPE) (WS)

Cross-listings: JWST 430  HIST 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:

JWST 430  HIST 430

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 2023

SEM Section: 01    W 1:10 pm - 3:50 pm     Charlotte A. Kiechel

HIST 433  (F) Colonialism and the Jews  (DPE) (WS)

Cross-listings: HIST 433  JWST 433

Primary Cross-listing

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often
world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

Requirements/Evaluation: Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

Prerequisites: None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History Majors and Jewish Studies Concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

HIST 433 (D2) JWST 433 (D2)

Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

Difference, Power, and Equity Notes: This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

HIST 454 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)

Cross-listings: ARTH 561 HIST 454

Secondary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial
approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

**Expected Class Size:** 16

**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:

ARTH 561 (D1) HIST 454 (D2)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

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

Spring 2023

SEM Section: 01  T 10:00 am - 12:50 pm  Christine DeLucia

**HIST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480  GBST 480  AFR 381

**Primary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programing. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**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:

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)
Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques both oral and written from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022
TUT Section: T1   TBA   Benjamin Twagira

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.

Spring 2023
TUT Section: T1   TBA   Alexander Bevilacqua

INTR 220  (F) Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)
Cross-listings:  PSCI 221  AFR 224  AMST 201  LEAD 220  INTR 220

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

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.
**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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

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

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

Fall 2022

**TUT Section:** T1  TBA   Joy A. James

**INTR 400 (F)** Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Primary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

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

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

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

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

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

**JAPN 223 (S) Japanese Food Culture in a Global Context** (DPE)

**Cross-listings:** COMP 223 JAPN 223
The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**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:

COMP 223 (D1) JAPN 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

**JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism** (DPE) (WS)

**Cross-listings:** JWST 430 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:

JWST 430 (D2) HIST 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 2023
SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

JWST 433 (F) Colonialism and the Jews (DPE) (WS)

Cross-listings: HIST 433 JWST 433

Secondary Cross-listing
Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

Requirements/Evaluation: Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

Prerequisites: None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History Majors and Jewish Studies Concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 433 (D2) JWST 433 (D2)

Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

Difference, Power, and Equity Notes: This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

LATS 222 (F) Ficciones: A Course on Fiction (DPE)
Cross-listings: ENGL 252  LATS 222

Primary Cross-listing

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 252 (D1) LATS 222 (D2)

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

Attributes: LATS Core Electives

Fall 2022
LEC Section: 01    M 7:00 pm - 9:40 pm    Nelly A. Rosario

LATS 232  (S) We the People in the Stacks: Democracy and Literatures of Archives  (DPE)

Cross-listings: LATS 232  ENGL 232

Primary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives— their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

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:
LATS 232 (D2) ENGL 232 (D1)

Difference, Power, and Equity Notes: This course examines the relationship between archives and power—creation and deletion, contents and omissions, revelations and concealments—taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

Attributes: LATS Core Electives

Spring 2023
LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)
Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that
derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues
emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials,
and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes
embedded in the double-helix. Readings include scholarship out of Stanford University’s Bustamante Lab, *The Cosmic Race* by José Vasconcelos,
and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page
final writing portfolio
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Latina/o Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences,
dynamics of unequal power, and processes of change
Attributes: LATS Core Electives

Spring 2023
SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 341 (S) Performing Masculinity in Global Popular Culture (DPE)
Cross-listings: AMST 358 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 (e.g., K-Pop), 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
Enrollment Limit: 20
Enrollment Preferences: a short statement of interest will be solicited
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:
AMST 358 (D2) LATS 341 (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

Spring 2023
SEM Section: 01    W 7:00 pm - 9:40 pm     Gregory C. Mitchell

LATS 344  (F)  Marking Presence: Reading Disability in/to Latina/o/x Media  (DPE)

Cross-listings:  WGSS 361  LATS 344  AMST 361  

Primary Cross-listing
This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x 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 disability 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 disability 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 Latina/o/x 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 Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

Requirements/Evaluation:  Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.
Prerequisites:  None.

Enrollment Limit:  12

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

Expected Class Size:  12

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

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 361 (D2)  LATS 344 (D2)  AMST 361 (D2)

Difference, Power, and Equity Notes:  At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, 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

Fall 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm     Maria Elena Cepeda

LATS 385  (F)  Latinx Activism: From the Local to the Transnational  (DPE)  (WS)

Cross-listings:  LATS 385  HIST 385  

Secondary Cross-listing
Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto
Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin—a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

Class Format: This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

Requirements/Evaluation: Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

LATS 385 (D2) HIST 385 (D2)

Writing Skills Notes: Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

Difference, Power, and Equity Notes: This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

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

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

LATS 410 (F) Arquivistas: An Archival Storytelling Course (DPE) (WS)

Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

Requirements/Evaluation: Assignments and in-class exercises; attendance; participation; peer review

Prerequisites: n/a

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested in the digital humanities; students who have met their other curricular requirements

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)
Writing Skills Notes: Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

Difference, Power, and Equity Notes: This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

Attributes: LATS 400-level Seminars

Fall 2022
SEM Section: 01  W 1:10 pm - 3:50 pm  Nelly A. Rosario

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

Cross-listings: ARTH 440 LATS 440

Secondary Cross-listing

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

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

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

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

ARTH 440 (D1) LATS 440 (D2)

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

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

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

Fall 2022
SEM Section: 01  MW 7:00 pm - 8:15 pm  C. Ondine Chavoya

LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)
Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

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

Fall 2022

TUT Section: T1 TBA Joy A. James

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**LEAD 226** (S) **Aid, Arms, and Armies: The Politics of Intervention in Africa** (DPE)

Cross-listings: PSCI 226 LEAD 226 GBST 226

Secondary Cross-listing

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

Requirements/Evaluation: Participation, Midterm, Final, 3 Short Response Papers

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies 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:

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

Difference, Power, and Equity Notes: This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.
LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: AMST 254  HIST 254  LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities’ own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus’s arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of “discovery” and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 254 (D2) HIST 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
this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the emigration governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

Requirements/Evaluation: Participation, 3 Short Response Papers, Research Paper (15 pages)

Prerequisites: PSCI 202 or PSCI 204 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

Difference, Power, and Equity Notes: This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

MAST 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: MAST 231 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 2022
SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg
Spring 2023
SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

MAST 351 (F)(S) Marine Policy (DPE) (WS)
Cross-listings: MAST 351 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:
MAST 351 (D2) ENVI 351 (D2) PSCI 319 (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 Comparative POEC/Public Policy Courses

Fall 2022
SEM Section: 01    F 9:00 am - 12:00 pm     Catherine Robinson Hall

Spring 2023
SEM Section: 01    TBA     Catherine Robinson Hall

**MAST 352  (F)(S)  American Maritime History  (DPE) (WS)**

**Cross-listings:** HIST 352  MAST 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 F Electives - U.S. + Canada  HIST Group P Electives - Premodern

Fall 2022
SEM Section: 01    MW 9:00 am - 10:15 am     Sofia E. Zepeda

Spring 2023
SEM Section: 01    MW 9:00 am - 10:15 am     Sofia E. Zepeda

**MATH 308  (F)(S)  Mathematical and Computational Approaches to Social Justice  (DPE) (QFR)**

**Cross-listings:** STS 363  WGSS 363  AMST 363  MATH 308

**Primary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this
research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

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

**Distributions:** (D3) (DPE) (QFR)

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

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantitative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

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**Fall 2022**

TUT Section: T1 TBA Chad M. Topaz

**Spring 2023**

TUT Section: T1 TBA Chad M. Topaz

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**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
MUS 125  (S)  Music and Social Dance in Latin America  (DPE)

Cross-listings:  MUS 125  DANC 125

Primary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation:  Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit:  20

Enrollment Preferences:  upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size:  20

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

Unit Notes:  MUS World Music/Ethnomusicology

Distributions:  (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 125 (D1) DANC 125 (D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes:  GBST Latin American Studies Electives  MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Corinna S. Campbell

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

Cross-listings:  MUS 177  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 in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

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:

MUS 177 (D1) WGSS 177 (D2)

**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

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**MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)**

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

**Requirements/Evaluation:** Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Upperclass students and music majors

**Expected Class Size:** 20

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

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

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

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

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

**Cross-listings:** MUS 214  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:
MUS 214 (D1) ARAB 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 2023
SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

MUS 316 (F) Music in Asian American History (DPE) (WS)
Cross-listings: MUS 316 AMST 366

Primary Cross-listing
Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midorī; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski).
Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Students with curricular experience in Asian American history or music studies.
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
MUS 316 (D1) AMST 366 (D2)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022
SEM Section: 01    W 1:10 pm - 3:50 pm     W. Anthony Sheppard

PHIL 118 (F)(S) Meaning, Communication and Society (DPE) (WS)
The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have meanings. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

Requirements/Evaluation: Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Preference given to first year students and philosophy majors.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.

Difference, Power, and Equity Notes: This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

Attributes: Linguistics

Fall 2022
SEM Section: 01    TF 2:35 pm - 3:50 pm     Christian De Leon

Spring 2023
SEM Section: 01    TF 1:10 pm - 2:25 pm     Christian De Leon

PHIL 319 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)

Cross-listings: AFR 327  PHIL 319

Primary Cross-listing
How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of
subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to philosophy majors and Africana studies concentrators.

**Expected Class Size:** 10-15

**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:**

AFR 327 (D2) PHIL 319 (D2)

**Difference, Power, and Equity Notes:** Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

**Attributes:** PHIL History Courses

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**PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

**Primary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**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:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses
PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336  PHIL 326

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

Class Format: I may use a seminar format at least twice during the semester.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

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 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes: PHIL History Courses

Spring 2023

PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.

Requirements/Evaluation: Tutorial papers and rewrites
Prerequisites: At least three PHIL courses, including at least one in moral philosophy.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors, seniors, juniors in that order

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

Difference, Power, and Equity Notes: Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2022
TUT Section: T1 TBA Steven B. Gerrard

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: two papers on a selected population or country and health issue, 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 2023
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 351 (F) Racism in Public Health (DPE)
In the face of a global pandemic and increased police brutality, states and counties across the nation 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 racism functions in the disciplines of biostatistics, epidemiology, social & behavioral sciences, health policy & management and environmental health sciences while also examining the dynamics of power and history in research and community practice. We will also 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 will most likely elicit
uncomfortable and hard conversations about race and 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

Enrollment Limit: 10

Enrollment Preferences: Public Health concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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: PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Marion Min-Barron

PSCI 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)

Cross-listings: REL 126 GBST 101 PSCI 126

Secondary Cross-listing

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunny and Shi’a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors

Expected Class Size: 25

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

Unit Notes: Core course for GBST

Distributions: (D2) (DPE)

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

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

Difference, Power, and Equity Notes: An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power—interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez
PSCI 160  (F)  Refugees in International Politics  (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be—how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation:  Ten essays: five lead, five response.  The first two weeks’ essay grades will be unrecorded.

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  first-year students, to be selected randomly from list of those enrolled.

Expected Class Size:  10

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

Distributions:  (D2)  (DPE) (WS)

Writing Skills Notes:  In addition to writing every week, students will have a chance work on specific skills cumulatively.

Difference, Power, and Equity Notes:  This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Attributes:  PSCI International Relations Courses

Fall 2022

TUT Section: T1  TBA  Cheryl Shanks

PSCI 220  (F)  The U.S. and Afghanistan: A Post-Mortem  (DPE)

Cross-listings:  ASIA 208  GBST 208  PSCI 220  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:

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022
SEM Section: 01    TR 9:55 am - 11:10 am    David B. Edwards

PSCI 221  (F) Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)
Cross-listings:  PSCI 221  AFR 224  AMST 201  LEAD 220  INTR 220
Secondary Cross-listing
This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2 hours before the weekly tutorial meets. Readings include: We Charge Genocide; Williams J. Maxwell, F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature; Chalmers Johnson, Blowback: The Costs and Consequences of American Empire; Hugh Wilford, The Mighty Wurlitzer: How the CIA Played America; "Part III Supervision and Control of the CIA," Rockefeller Commission Report; Malcolm X Speaks; Sam Greenlee, The Spook Who Sat By the Door; and, The Murder of Fred Hampton. The tutorial is open to all students.
Requirements/Evaluation:  Attend all classes; submit completed papers 24 hours before seminar meets.
Prerequisites:  none
Enrollment Limit:  10
Enrollment Preferences:  Juniors and Seniors.
Expected Class Size:  10
Grading:  no pass/fail option, no fifth course option
Distributions:  (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 221  (D2) AFR 224  (D2) AMST 201  (D2) LEAD 220 (D2) INTR 220 (D2)
Difference, Power, and Equity Notes:  This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022
TUT Section: T1    TBA    Joy A. James

PSCI 226  (S) Aid, Arms, and Armies: The Politics of Intervention in Africa  (DPE)
Cross-listings:  PSCI 226  LEAD 226  GBST 226
Primary Cross-listing
Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.
Requirements/Evaluation:  Participation, Midterm, Final, 3 Short Response Papers
Prerequisites:  None
Enrollment Limit:  25
Enrollment Preferences:  Political Science majors and Leadership Studies 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:
PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

Difference, Power, and Equity Notes: This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023
LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

PSCI 244 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: PSCI 244 GBST 243 REL 247

Secondary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course 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. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only 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. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

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

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 244 (D2) GBST 243 (D2) REL 247 (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. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023
SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: MAST 351 ENVI 351 PSCI 319

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:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (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 Comparative POEC/Public Policy Courses

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**Fall 2022**

SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

**Spring 2023**

SEM Section: 01  TBA  Catherine Robinson Hall

**PSCI 322 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321  PSCI 322  LEAD 324

**Primary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the emigration governance of diaspora citizens particularly from the Global South. Students will have the
opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

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

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

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

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

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

### Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman


**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**


Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

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

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

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

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

### Fall 2022
PSYC 349 (S) Psychology and Law (DPE)

This course focuses on applications of psychology to the administration of justice. Drawing from the areas of social, personality, cognitive, and developmental psychology, we will look critically at the processes of criminal justice. We will compare the law's informal theories of human behavior with what psychologists know on the basis of empirical studies. We will cover a number of contemporary topics including police-civilian interactions, custodial interrogations, false confessions and guilty pleas, forensic evidence, deception detection, eyewitness identifications, alibi generation and corroboration, repressed and recovered memories, and jury selection and decision-making. We will also discuss methodological issues associated with conducting research in psychology and law. In the laboratory component of the course, students will design and conduct their own empirical research projects based on course readings and topics. These semester-long projects will be conducted collaboratively in pairs or teams.

Class Format: empirical lab course

Requirements/Evaluation: attendance and active class participation, several brief (1-2 page) reading response papers, (2-3) class presentations, written/oral project proposal (4-5 pages), participation empirical project (experiment design, data collection, data visualization, data analysis, interpretation), final APA-style research paper (15-20 pages), oral presentation of the research project

Prerequisites: PSYC 201 and either PSYC 242 or PSYC 221

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

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

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: We will explore the differing dynamics of power between legal actors and consider the psychological and structural factors that contribute to vulnerability, coercion, and inequality in the justice system. Through discussions of race, age, body, gender, disability, and stigmatized identities, this course will encourage students to challenge assumptions of objectivity and fairness in our legal system.

Attributes: JLST Interdepartmental Electives PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2023

REL 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)

Cross-listings: REL 126 GBST 101 PSCI 126

Secondary Cross-listing

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the ‘secular’ in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi’a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Unit Notes: Core course for GBST
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

Difference, Power, and Equity Notes: An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power--interact globally and in the USA.

Fall 2022
LEC Section: 01    TR 8:30 am - 9:45 am     Farid  Hafez

REL 166  (F)  Being Muslim, Being American: American Muslim Literature in the 21st century  (DPE)
Cross-listings:  REL 166  AMST 166  COMP 166  ENGL 268

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

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: First-year students and sophomores
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

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

Fall 2022
SEM Section: 01    TR 8:30 am - 9:45 am     Zaid  Adhami

REL 204  (S)  What is Islamic Art?  (DPE) (WS)
Cross-listings: REL 204 ARTH 206

Secondary Cross-listing
Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of
the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as “Islamic”? What are some key scholarly debates around the term “Islamic Art”? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term “Islamic art” and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

Requirements/Evaluation: focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors, Religion majors

Expected Class Size: 8

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 204 (D2) ARTH 206 (D1)

Writing Skills Notes: This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

Difference, Power, and Equity Notes: In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic 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.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

REL 232 (S) Islam in Africa (DPE)


Primary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST 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:

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities,
getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Spring 2023

SEM Section: 01    MW 11:00 am - 12:15 pm    Saadia Yacoob

REL 242 (S) Women, Gender, and Sexuality in Islam  (DPE)
Cross-listings: REL 242  WGSS 242  ARAB 242

Primary Cross-listing
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Expected Class Size: 14
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:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01    MWF 8:30 am - 9:45 am    Saadia Yacoob

REL 247 (S) Anti-Muslim Racism: A Global Perspective  (DPE)
Cross-listings: PSCI 244  GBST 243  REL 247

Secondary Cross-listing
The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course 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. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only 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. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious
studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

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

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

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

PSCI 244 (D2) GBST 243 (D2) REL 247 (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. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01  M 7:00 pm - 9:40 pm  Farid Hafez

REL 264 (F) The Bible and Slavery  (DPE)

Cross-listings: REL 264 AFR 264

Primary Cross-listing

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel’s deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

Requirements/Evaluation: class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

Prerequisites: none, although a previous course on religion is recommended

Enrollment Limit: 15

Enrollment Preferences: Religion majors or at least one course in Religion

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:

REL 264 (D2) AFR 264 (D2)

Difference, Power, and Equity Notes: This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01  W 7:00 pm - 9:40 pm  Emerson B. Powery

REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)
Cross-listings: REL 269  STS 269  ASIA 269  ANTH 269

Primary Cross-listing

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively—be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

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: 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:
REL 269 (D2) STS 269 (D2) ASIA 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 2022

TUT Section: T1    TBA     Kim Gutschow

REL 295 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: REL 295 ASIA 215 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), the Mengzi (often romanized as "Mencius"), the writings of Xunzi, and the Classic of Filial Piety.

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 4 short papers (3-4 pages each), one longer final paper (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:** 15

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

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

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

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 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 functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01  MWF 10:00 am - 10:50 am  Christopher M. B. Nugent

**REL 358 (F) Religion and Law** (DPE)

**Cross-listings:** GBST 358  REL 358

**Primary Cross-listing**

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

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**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:

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01  MW 8:30 am - 9:45 am  Saadia Yacoob

**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, midterms, and final exams

**Prerequisites:** none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

**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 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.

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**Fall 2022**

**SEM Section:** 01    M-F 10:00 am - 10:50 am    Kathryn E Levine

**RLFR 107** (S) **Advanced French: Formation and Transformation** (DPE)

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of formation (the French term that means at once education and training) and personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one’s own formation, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

**Requirements/Evaluation:** One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

**Prerequisites:** Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

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**Spring 2023**

**SEM Section:** 01    MWF 12:00 pm - 12:50 pm    Kathryn E Levine

**RLFR 216** (F) **Women Behaving Badly: Deviant Women in Early Modern French Literature** (DPE)

**Cross-listings:** RLFR 216  WGSS 216

**Primary Cross-listing**

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female
authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women’s place within the historical and socio-cultural context of the Ancien Régime, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy as it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille’s Médée, Madame de la Fayette’s Princesse de Clèves, Laclos’s Liaisons dangereuses, and Isabelle de Charrière’s Lettre à Mistriss Henley.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women’s, Gender and Sexuality Studies majors; and those with compelling justification for admission

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:
RLFR 216 (D1) WGSS 216 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)

Cross-listings: RLFR 232 COMP 219

Primary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's Portrait d'une nègresse (1800) and discuss how France is using such works today to reckon with its history of discrimination.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

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:
RLFR 232 (D1) COMP 219 (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 in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023
SEM Section: 01  MR 2:35 pm - 3:50 pm  Preea Leelah

RLFR 260  (F)  Francophone Graphic Novels  (DPE)

Cross-listings: RLFR 260  COMP 260

Primary Cross-listing
In this class we will read contemporary graphic novels and bandes dessinées from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. Conducted in French.

Requirements/Evaluation: weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

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

Expected Class Size: 15

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

Distributions: (D1)  (DPE)

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

RLFR 260 (D1) COMP 260 (D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022
SEM Section: 01  TR 11:20 am - 12:35 pm  Katarzyna M. Pieprzak

RLFR 307  (F)  Building Francophone Cities: Literature, Art and History  (DPE)

Cross-listings: RLFR 307  COMP 308

Primary Cross-listing
Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

Requirements/Evaluation: Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

Prerequisites: RLFR 105 or above, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors or certificate students, Comp. Lit. majors

Expected Class Size: 15

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

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

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01    TF 1:10 pm - 2:25 pm     Katarzyna M. Pieprzak

**RLFR 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460  COMP 361  ARAB 360  RLFR 360  ARTH 560

**Primary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation.

For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**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:

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01    TR 11:20 am - 12:35 pm     Katarzyna M. Pieprzak

SEM Section: 02    TF 1:10 pm - 2:25 pm     Katarzyna M. Pieprzak

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

**Cross-listings:** RLFR 414  COMP 414

**Primary Cross-listing**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardenne brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.
Requirements/Evaluation: three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

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 414 (D1) COMP 414 (D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. Conducted in Spanish.

Requirements/Evaluation: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

Prerequisites: RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macias Prieto
RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter Mignolo, and more.

Requirements/Evaluation: Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

Prerequisites: Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Senior Spanish majors, then other interested students.

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.
RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 ANTH 217 GBST 219

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: Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

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: 10-12

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

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and 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.

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 2023

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

RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: RUSS 348 SOC 348 GBST 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:

RUSS 348 (D1) SOC 348 (D2) GBST 348 (D2)

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 discontent triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2022
TUT Section: T1 TBA Olga Shevchenko

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.

Requirements/Evaluation: Thoughtful and consistent participation, reading responses, and a final project and presentation

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. To familiarize themselves with the practice of sociology, students will sketch a research program that looks beyond individual-level explanations to address a social phenomena or social problem of interest.

Fall 2022
LEC Section: 01 TR 9:55 am - 11:10 am Ben Snyder
LEC Section: 02 MR 2:35 pm - 3:50 pm Phi H. Su

Spring 2023
LEC Section: 01 TR 9:55 am - 11:10 am Olga Shevchenko

SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 SOC 228
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:** 20  
**Enrollment Preferences:** Anthropology and Sociology majors  
**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 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 2023  
SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

**SOC 230 (S) Memory and Forgetting** (DPE)  
**Cross-listings:** AMST 233 SOC 230

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

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation  
**Prerequisites:** none  
**Enrollment Limit:** 19  
**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest  
**Expected Class Size:** 19  
**Grading:** no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 233 (D2) SOC 230 (D2)

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

Spring 2023
SEM Section: 01  Cancelled

SOC 252  (S)  Im/mobilities  (DPE) (WS)

Cross-listings: AMST 252  SOC 252

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 252 (D2) SOC 252 (D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023
SEM Section: 01  MWF 11:00 am - 12:15 pm  Phi H. Su

SOC 262  (S)  Paper Trails  (DPE)

Cross-listings: GBST 262  SOC 262  STS 262

Primary Cross-listing
Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities.
Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold—when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology 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 262 (D2) SOC 262 (D2) STS 262 (D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023
SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

SOC 335 (F) Nowheres (DPE)

Cross-listings: GBST 335 SOC 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 2022
SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

SOC 340  (S)  Performing Masculinity in Global Popular Culture  (DPE)
Cross-listings:  AMST 358  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 (e.g., K-Pop), 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
Enrollment Limit:  20
Enrollment Preferences:  a short statement of interest will be solicited
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:
AMST 358 (D2) LATS 341 (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

Spring 2023
SEM Section: 01  W 7:00 pm - 9:40 pm  Gregory C. Mitchell

SOC 348  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE)  (WS)
Cross-listings:  RUSS 348  SOC 348  GBST 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:
RUSS 348 (D1) SOC 348 (D2) GBST 348 (D2)

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 discontent triggered by similar conditions closer to home.
Attributes: GBST Russian + Eurasian Studies Electives

Fall 2022
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; weekly journal entries (1-2 pages each); collaboratively designed experiential learning project; and a final paper (6-8 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 2023
SEM Section: 01 Cancelled

STS 208 (S) Designer Genes (DPE)
Cross-listings: WGSS 208 STS 208 ENGL 208 AMST 206

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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Majors, concentrators, juniors and seniors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

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

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

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

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 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: 20

Enrollment Preferences: Anthropology and Sociology majors

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 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 2023
SEM Section: 01    MR 1:10 pm - 2:25 pm     Ben Snyder

STS 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: STS 231 ENV 231 AFR 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, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 231 (D2) ENV 231 (D2) AFR 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: ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023
SEM Section: 01    MR 2:35 pm - 3:50 pm     Brittany Meché

STS 262 (S) Paper Trails (DPE)

Cross-listings: GBST 262 SOC 262 STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated,
birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology 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 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

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

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

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively—be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**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:** 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:

REL 269 (D2) STS 269 (D2) ASIA 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
Cross-listings: STS 363 WGSS 363 AMST 363 MATH 308

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

Class Format: This is a research-based tutorial.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

Prerequisites: Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

Enrollment Limit: 20

Enrollment Preferences: Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

Expected Class Size: 20

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

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

Difference, Power, and Equity Notes: Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of
sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

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: 20

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

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

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

Fall 2022

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

SEM Section: 02 Cancelled

STS 413 (S) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? 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 essay (12-15 pages + 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:
**Difference, Power, and Equity Notes:** Central to “Feminist and Critical 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

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**THEA 301 (S) Performing Archives: From Research to Adaptation** *(DPE)*

This course introduces students to methods of historical research and creative adaptation in the global archives of performance and theatre. 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 dramaturg and performance 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. Then, examining how select historical sources and materials been taken up–adapted, appropriated, recycled, or re-appropriated–by contemporary artists, students will themselves work towards the creation, development, and performance of their own artistic approaches to the historical archive. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they have 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. Students will be required to present and share their creative responses to the material studied in the course.

**Requirements/Evaluation:** active participation in class; a midterm creative adaptation project and accompanying "dramaturgy casebook"; participation as discussion leader for one class; a final creative adaptation or performance project and accompanying "dramaturgy casebook."

**Prerequisites:** Theatre 101 or 201, or by written permission of instructor

**Enrollment Limit:** 14

**Expected Class Size:** 14

**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 dominant sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as 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.

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**THEA 304 (F) The Gay Menagerie: Gay Male Subcultures** *(DPE)*

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

**Secondary Cross-listing**

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

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

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

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

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

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

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

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

Fall 2022

SEM Section: 01  MW 8:25 pm - 9:40 pm  Gregory C. Mitchell

THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)

**Cross-listings:** AMST 358 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 (e.g., K-Pop), 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

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**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:

AMST 358 (D2) LATS 341 (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
THEA 402  (S)  Marxist Feminisms: Race, Performance, and Labor  (DPE) (WS)
Cross-listings:  THEA 402  WGSS 402  AMST 402  AFR 329  
Secondary Cross-listing
This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx’s emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.
Requirements/Evaluation:  in-class discussion, short weekly posts, class presentation, final project  
Prerequisites:  previous coursework in AMST, WGSS, AFR, THEA, or LATS  
Enrollment Limit:  12  
Enrollment Preferences:  senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA  
Expected Class Size:  12  
Grading:  yes pass/fail option,  no fifth course option  
Distributions:  (D1)  (DPE) (WS)  
This course is cross-listed and the prefixes carry the following divisional credit:  
THEA 402 (D1)  WGSS 402 (D2)  AMST 402 (D2)  AFR 329 (D2)  
Writing Skills Notes:  Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.
Difference, Power, and Equity Notes:  This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.  
Attributes:  WGSS Theory Courses

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 2022

SEM Section: 01  MR 1:10 pm - 2:25 pm  Greta F. Snyder
SEM Section: 02  TR 8:30 am - 9:45 am  Kiaran Honderich

Spring 2023

SEM Section: 01  MR 1:10 pm - 2:25 pm  Greta F. Snyder
SEM Section: 02  TR 8:30 am - 9:45 am  Marshall Green

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

Cross-listings: WGSS 105 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.

Attributes: AMST Arts in Context Electives

Fall 2022
WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

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

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

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), discussion posts, 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:

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

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

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

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

Fall 2022

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

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: MUS 177 WGSS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across
cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

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:

MUS 177 (D1) WGSS 177 (D2)

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 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Majors, concentrators, juniors and seniors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 208 (D2) STS 208 (D2) ENGL 208 (D1) AMST 206 (D2)

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

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses
a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 12

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

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2) (DPE)

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

WGSS 211 (D2) ECON 105 (D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies Electives  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01  TR 11:20 am - 12:35 pm  Kieran Honderich

WGSS 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature  (DPE)

Cross-listings: RLFR 216  WGSS 216

Secondary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the Ancien Régime, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy as it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's Médée, Madame de la Fayette's Princesse de Clèves, Laclos's Liaisons dangereuses, and Isabelle de Charrière's Lettre à Mistriss Henley.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

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:

RLFR 216 (D1) WGSS 216 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.
**WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

Cross-listings: REL 242  WGSS 242  ARAB 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 14

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:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

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**WGSS 301 (F) Sexual Economies (DPE)**

Cross-listings: ANTH 301  WGSS 301  AMST 334

Primary Cross-listing

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

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

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required
Enrollment Limit: 20
Enrollment Preferences: based on statement of interest
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)
Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01    MW 7:00 pm - 8:15 pm     Gregory C. Mitchell

WGSS 305  (F)  The Gay Menagerie: Gay Male Subcultures  (DPE)
Cross-listings:  WGSS 305  ANTH 305  AMST 305  THEA 304
Primary Cross-listing

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

Class Format: There will be some minor performance elements such as workshops during class.
Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group
Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required
Enrollment Limit: 12
Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)
Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01    MW 8:25 pm - 9:40 pm     Gregory C. Mitchell
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 2023

SEM Section: 01  MR 2:35 pm - 3:50 pm  Greta F. Snyder

WGSS 311  (F) Trans Film and Media  (DPE)

Cross-listings: AMST 364  WGSS 311

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 (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:

AMST 364 (D2) WGSS 311 (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 2022

SEM Section: 01    W 1:10 pm - 3:50 pm     Abram J. Lewis

WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)

Cross-listings: PHIL 321 WGSS 322

Secondary Cross-listing

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination.

Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner’s essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, modern political theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

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:

PHIL 321 (D2) WGSS 322 (D2)

Writing Skills Notes: The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

Attributes: PHIL History Courses  WGSS Theory Courses

Spring 2023

TUT Section: T1  Cancelled

WGSS 330 (S) “A language to hear myself”: Advanced Studies in Feminist Poetry and Poetics (DPE)

Cross-listings: ENGL 302 AMST 310 WGSS 330

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

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

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

Enrollment Limit: 25

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

Expected Class Size: 25

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 302 (D1) AMST 310 (D2) WGSS 330 (D2)

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

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

Spring 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)

Cross-listings: HIST 332 WGSS 331

Secondary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: This course will be taught as a discussion course, with discussions focused on the assigned readings.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response
papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

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

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

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

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

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**Fall 2022**

SEM Section: 01  MR 1:10 pm - 2:25 pm  Chris  Waters

**WGSS 332  (S)  Gender, Sexuality & Disability  (DPE)**

**Cross-listings:** AMST 369  WGSS 332

**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:**

AMST 369 (D2) WGSS 332 (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 2023

SEM Section: 01  MR 2:35 pm - 3:50 pm  Abram J. Lewis

WGSS 336  (S) Foucault Now  (DPE) (WS)

Cross-listings:  WGSS 336  PHIL 326

Secondary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucauld's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

Class Format: I may use a seminar format at least twice during the semester.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

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 336  (D2)  PHIL 326  (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes:  PHIL History Courses

Spring 2023

TUT Section: T1  TBA  Jana Sawicki

WGSS 342  (F) Sexuality in US Modernisms  (DPE)

Cross-listings:  ENGL 341  WGSS 342

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 Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, 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)equality and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 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 2022

SEM Section: 01  MR 2:35 pm - 3:50 pm  Greta F. Snyder

WGSS 347  (S)  Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings: AMST 358  LATS 341  THEA 341  WGSS 347  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 (e.g., K-Pop), 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

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

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:

AMST 358  (D2) LATS 341  (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

Spring 2023

SEM Section: 01  W 7:00 pm - 9:40 pm  Gregory C. Mitchell

WGSS 361  (F)  Marking Presence: Reading Disability in/to Latina/o/x Media  (DPE)

Cross-listings: WGSS 361  LATS 344  AMST 361

Secondary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia’s (2020) notion of “marking presence” to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x 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 disability 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 disability 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 Latina/o/x 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 Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina “Loca,”
disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

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

Prerequisites: None.

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, 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

Fall 2022

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

WGSS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)

Cross-listings: STS 363 WGSS 363 AMST 363 MATH 308

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

Class Format: This is a research-based tutorial.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

Prerequisites: Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

Enrollment Limit: 20

Enrollment Preferences: Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

Expected Class Size: 20

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

Distributions: (D2) (DPE) (QFR)

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

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

Difference, Power, and Equity Notes: Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022
WGSS 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

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: 20

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

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

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

Fall 2022

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

SEM Section: 02  Cancelled

WGSS 395 (F) Black Reparations Within/Beyond Borders (DPE)

Cross-listings: AFR 395  WGSS 395  ENVI 395  GBST 395

Secondary Cross-listing

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze 'geographies of Black struggle', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and
socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrollment, preference to AFR, GBST and HIST students

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:

AFR 395 (D2) WGS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

Difference, Power, and Equity Notes: This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

Attributes: AFR Core Electives  ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  WGS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01  TF 2:35 pm - 3:50 pm  Keston K. Perry

WGSS 402  (S)  Marxist Feminisms: Race, Performance, and Labor  (DPE)  (WS)

Cross-listings: THEA 402  WGS 402  AMST 402  AFR 329

Secondary Cross-listing

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx’s emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

Requirements/Evaluation: in-class discussion, short weekly posts, class presentation, final project

Prerequisites: previous coursework in AMST, WGS, THEA, or LATS

Enrollment Limit: 12

Enrollment Preferences: senior AMST majors; juniors or seniors with previous experience in AMST, WGS, AFR, and THEA

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

THEA 402 (D1) WGS 402 (D2) AMST 402 (D2) AFR 329 (D2)
Writing Skills Notes: Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Spring 2023
SEM Section: 01    W 1:10 pm - 3:50 pm     Kelly I. Chung

WGSS 413  (S) Feminist Technoscience  (DPE)
Cross-listings: WGSS 413  STS 413

Secondary Cross-listing
Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? 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 essay (12-15 pages + 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:
WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to “Feminist and Critical 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

Spring 2023
SEM Section: 01    Cancelled

Difference, Power, and Equity

AFR 104  (S) Race and a Global War: Africa during World War II  (DPE) (WS)
Cross-listings: AFR 104  HIST 104  GBST 104

Secondary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

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

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, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

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: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

AFR 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)

Cross-listings: HIST 158 AFR 158

Secondary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

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

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.
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:
HIST 158 (D2) AFR 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

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

Spring 2023
SEM Section: 01  W 1:10 pm - 3:50 pm  Tyran K. Steward

AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)
Cross-listings: AFR 159  HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries—class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.
Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 159 (D2) HIST 159 (D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.
**AFR 224 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)**

**Cross-listings:** PSCI 221  AFR 224  AMST 201  LEAD 220  INTR 220

**Secondary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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

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**AFR 227 (F) Colonial Rule and Its Aftermaths in Africa  (DPE)**

**Cross-listings:** GBST 203  HIST 204  AFR 227

**Secondary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies
Expected Class Size: 30
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 203 (D2) HIST 204 (D2) AFR 227 (D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes: HIST Group A Electives - Africa

Fall 2022
LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

AFR 231 (S) Africa and the Anthropocene (DPE)
Cross-listings: STS 231 ENVI 231 AFR 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, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 231 (D2) ENVI 231 (D2) AFR 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: ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

AFR 232 (S) Islam in Africa (DPE)

Secondary Cross-listing
Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam

Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 202 GBST 232 AFR 232 REL 232 ARAB 232
and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST 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:

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

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

Cross-listings: ENVI 204 GBST 233 AFR 233

Primary Cross-listing

Evictions 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: Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

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:
ENVI 204 (D2) GBST 233 (D2) AFR 233 (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 Core Electives

Fall 2022

LEC Section: 01    MWF 11:00 am - 12:15 pm    Keston K. Perry

AFR 264  (F)  The Bible and Slavery  (DPE)

**Cross-listings:** REL 264  AFR 264

**Secondary Cross-listing**

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ- following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors or at least one course in Religion

**Expected Class Size:** 15

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

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

This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01    W 7:00 pm - 9:40 pm    Emerson B. Powery

AFR 327  (F)  Topics in Philosophy of Race: Hegel and Africana Philosophy  (DPE)

**Cross-listings:** AFR 327  PHIL 319

**Secondary Cross-listing**

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.
Prerequisites: One prior 100 level philosophy course or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: Preference given to philosophy majors and Africana studies concentrators.

Expected Class Size: 10-15

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:
AFR 327 (D2) PHIL 319 (D2)

Difference, Power, and Equity Notes: Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

Attributes: PHIL History Courses

Fall 2022
SEM Section: 01    TF 1:10 pm - 2:25 pm     Shivani Radhakrishnan

AFR 329 (S) Marxist Feminisms: Race, Performance, and Labor  (DPE) (WS)

Cross-listings: THEA 402  WGSS 402  AMST 402  AFR 329

Secondary Cross-listing

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

Requirements/Evaluation: in-class discussion, short weekly posts, class presentation, final project

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 12

Enrollment Preferences: senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 402 (D1) WGSS 402 (D2) AMST 402 (D2) AFR 329 (D2)

Writing Skills Notes: Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Spring 2023
SEM Section: 01    W 1:10 pm - 3:50 pm     Kelly I. Chung
AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335 ENVI 304 GBST 304 HIST 304

Secondary Cross-listing
In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

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:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2023
SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

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

Cross-listings: AMST 345 GBST 344 AFR 353

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 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:
AMST 345 (D2) GBST 344 (D2) AFR 393 (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 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023
SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

AFR 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 AFR 365 GBST 365 AMST 365

Secondary Cross-listing
This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Ponciá Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2022

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

AFR 367 (F) Black History is Labor History (DPE) (WS)

Cross-listings: AFR 367 HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 367 (D2) HIST 367 (D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

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

Fall 2022
AFR 369 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

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

Requirements/Evaluation: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

Difference, Power, and Equity Notes: This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos


Cross-listings: AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, Cuba: A History; Che Guevara: The Motorcycle Diaries; Walter Rodney, How Europe Underdeveloped Africa; Laird Bergad, The Comparative Histories of Slavery in Brazil, Cuba, and the United States; Thomas Sankara, Women's Liberation and the African Freedom Struggle; Nelson Mandela and Fidel Castro, How Far We Slaves Have Come! Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Fall 2022
SEM Section: 01  W 1:10 pm - 3:50 pm  Joy A. James

AFR 381 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: HIST 480 GBST 480 AFR 381

Secondary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers’, readers’ and listeners’ control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media’s role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

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:
HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers’ writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022
TUT Section: T1  TBA  Benjamin Twagira

AFR 395 (F) Black Reparations Within/Beyond Borders (DPE)
Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze ‘geographies of Black struggle’, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrollment, preference to AFR, GBST and HIST students

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:
AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

Difference, Power, and Equity Notes: This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

Attributes: AFR Core Electives  ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01    TF 2:35 pm - 3:50 pm   Keston K. Perry

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: Evaluation will be based on class participation, weekly reading questions or discussion posts, and series of written assignments (three 3-page papers; and one 5- to 7-page paper)
**AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**

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

**Secondary Cross-listing**

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

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

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, 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) (P) (WS)

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

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

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

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.
AMST 125  (F)  Introduction to Asian American Studies  (DPE)

Who or what constitutes "Asian American"? Centering this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies. Focusing on foundational texts and cultural production in the field—legal documents, scholarship, film, poetry, and visual and performance art—we will ask who has been included/excluded from this category and trace the shifting constructions of Asian American from the 19th century onward in tandem with other markers of difference, including gender, sexuality, religion, ability, class, and location. Each week, we will study how these constructions have been shaped by ongoing systems of migration, imperialism, settler colonialism, war, racial capitalism, housing, and affirmative action. We will also examine how this term has been fundamentally reimagined and remade. Over the course, we will approach this core question transnationally, hemispherically, and relationally alongside other racial formations.

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: 12

Enrollment Preferences: If over enrolled: first-year students, AMST majors, or students with demonstrated interest in Asian American studies

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

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

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

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

Fall 2022

SEM Section: 01    TF 2:35 pm - 3:50 pm    Kelly I. Chung
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 Comp Studies in Race, Ethnicity, Diaspora

Fall 2022
SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

Spring 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

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

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

Fall 2022
SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

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

Cross-listings: PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

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

Fall 2022

TUT Section: T1 TBA Joy A. James

AMST 206 (S) Designer Genes (DPE)

Cross-listings: WGSS 208 STS 208 ENGL 208 AMST 206

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Majors, concentrators, juniors and seniors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

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

Spring 2023  
SEM Section: 01  TR 9:55 am - 11:10 am  Bethany Hicok

**AMST 233 (S) Memory and Forgetting (DPE)**

**Cross-listings:** AMST 233  SOC 230  

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

AMST 233 (D2) SOC 230 (D2)

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

Spring 2023  
SEM Section: 01  Cancelled

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

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

**Secondary Cross-listing**

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

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

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

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

Expected Class Size: 18

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

Distributions: (D2) (DPE)

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

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

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

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

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

AMST 252 (S) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 SOC 252

Secondary Cross-listing

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

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores

Expected Class Size: 15

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

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

AMST 252 (D2) SOC 252 (D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

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

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

Cross-listings: AMST 254  HIST 254  LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities’ own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

AMST 254 (D2) HIST 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 2022

LEC Section: 01    TR 9:55 am - 11:10 am     Christine DeLucia
Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamations of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

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

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

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

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

Cross-listings: ENGL 302 AMST 310 WGSS 330

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

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

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

**Enrollment Limit:** 25

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

**Expected Class Size:** 25

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

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

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

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

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

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

Spring 2023

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

**AMST 334 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

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

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

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

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

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

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

Fall 2022
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:

AMST 345 (D2) GBST 344 (D2) AFR 353 (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 across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives  AMST pre-1900 Requirement
AMST 358 (S) Performing Masculinity in Global Popular Culture (DPE)

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 (e.g., K-Pop), 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
Enrollment Limit: 20
Enrollment Preferences: a short statement of interest will be solicited
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:
AMST 358 (D2) LATS 341 (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

Spring 2023
SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

AMST 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)

Secondary Cross-listing
This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x 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 disability 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 disability 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 Latina/o/x 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 Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; 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
**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, ability/disability, 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

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**AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363  WGSS 363  AMST 363  MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

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

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

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

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Quantitative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.
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:

AMST 364 (D2) WGSS 311 (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 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Abram J. Lewis

AMST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 AFR 365 GBST 365 AMST 365

Primary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Ponciá Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2022

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

AMST 366  (F)  Music in Asian American History  (DPE) (WS)
Cross-listings: MUS 316  AMST 366

Secondary Cross-listing
Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Students with curricular experience in Asian American history or music studies.

Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 316 (D1) AMST 366 (D2)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01   W 1:10 pm - 3:50 pm   W. Anthony Sheppard

AMST 367  (F)  Colonialism and the Environment  (DPE)
In this course students will explore the intersections of environmental history and the history of colonialism in the United States. We will examine how scholars have crafted narratives that focus on "nature"—both as a cultural concept and as a set of biological processes and systems. Readings and assignments will analyze the ways in which these different "natures" have acted as both agents and objects of historical change. We will pay particular attention to how different environments were impacted by the Euro-American conquest of indigenous homelands. Course topics will include (but are not limited to) European settlement in New England, the North American fur trade, US continental expansion and the destruction of the bison, the transcontinental railroad, the creation of the National Park system, Native American environmental activism, and paramilitary responses to struggles over natural resources (such as the Dakota Access Pipeline protests).

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, short papers, and a semester-long research project.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference for upper-level (Junior/Senior) students

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, colonialism, and the inequalities that can result from ecological changes that impact how communities live and interact with the natural world. Students in the course are asked to explore how difference, power, and inequality have shaped the environmental history of the United States.

Attributes: AMST Space and Place Electives

Fall 2022

SEM Section: 01   TR 8:30 am - 9:45 am   Stefan B. Aune

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

Cross-listings: AMST 369  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:

AMST 369 (D2) WGSS 332 (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 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis


Cross-listings: AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa.


Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Fall 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

AMST 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)

Cross-listings: THEA 402 WGSS 402 AMST 402 AFR 329

Primary Cross-listing

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.
**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LAT S

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

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

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

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

THEA 402 (D1) WGSS 402 (D2) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

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

**AMST 407 (S) Colonialism and Critical Theory** (DPE) (WS)

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions.

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

**Prerequisites:** Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST senior major, but anyone with upper-level humanities training welcome

**Expected Class Size:** 15

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

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

**Writing Skills Notes:** This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

**Difference, Power, and Equity Notes:** This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.
**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.

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**ANTH 208  (F)  The U.S. and Afghanistan: A Post-Mortem  (DPE)**

**Cross-listings:** ASIA 208  GBST 208  PSCI 220  ANTH 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:
ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022
SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)
Cross-listings: RUSS 217 ANTH 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: Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation
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: 10-12
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:
RUSS 217 (D1) ANTH 217 (D2) GBST 219 (D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and 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.

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 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem
"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that makes its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

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

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

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

Spring 2023

SEM Section: 01    MWF 11:00 am - 12:15 pm    Peter Just

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

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

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**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:** 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:**
REL 269 (D2) STS 269 (D2) ASIA 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
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 2022
TUT Section: T1 TBA Kim Gutschow

ANTH 301 (F) Sexual Economies (DPE)

Cross-listings: ANTH 301 WGSS 301 AMST 334

Secondary Cross-listing

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

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

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

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

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

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

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

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

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

Secondary Cross-listing

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

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

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

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

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

Cross-listings: WGSS 371 ANTH 371 STS 370

Primary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that
explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social
inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will
learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as
semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider
communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field
of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and
curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that
explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of
sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of
mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both
explore and alter our habitual practices and individual ways of seeing the world around us.

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: 20

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

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

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

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**ARAB 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

**Secondary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**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:

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

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**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:** 14

**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 2022

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

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

**Cross-listings:** ARAB 209  ENVI 208  COMP 234

**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:** 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 209 (D1) ENVI 208 (D1) COMP 234 (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 214  (S)  Divas and Dervishes: Introduction to Modern Arab Music and Performance  (DPE) (WS)

Cross-listings:  MUS 214  ARAB 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:

MUS 214 (D1) ARAB 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 2023

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

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

Cross-listings:  ARAB 222  ARTH 222

Secondary Cross-listing

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

Class Format:  Discussion and GLOW posts required.

Requirements/Evaluation:  Discussion, GLOW Posts, final project

Prerequisites:  none

Enrollment Limit:  20
Enrollment Preferences: majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

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

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

Attributes: ARTH post-1800 Courses

Spring 2023
SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

ARAB 232 (S) Islam in Africa (DPE)


Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.
Prerequisites: None
Enrollment Limit: 25
Enrollment Preferences: REL, HIST, ARAB, AFR, GBST 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:
HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Spring 2023
SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 WGSS 242 ARAB 242
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Expected Class Size: 14
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:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023
SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)
A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.
Requirements/Evaluation: active class participation, daily assignments, presentations, quizzes, midterm exam, final exam
Prerequisites: ARAB 202 or equivalent
Enrollment Limit: 12
Enrollment Preferences: Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

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

Difference, Power, and Equity Notes: The texts taught in this course will help students understand gender dynamics, power issues and economic crises as well as discursive power in the Maghrebi and Middle Eastern contexts. Additionally, the students will learn about the situation of women and children and understand how discourses of human rights and equality are affected by traditions, cultures, and different particularisms, which students are invited to deconstruct in their writing and discussions.
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:  19
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 2023
SEM Section: 01  MWF 11:00 am - 12:15 pm  Amal Eeqi

ARAB 331  (F) Popular Culture in the Arab World: Youth, Populism, and Politics  (DPE)
Cross-listings:  COMP 332  ARAB 331

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

Requirements/Evaluation:  active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences:  students majoring in or considering a major in Arabic Studies
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 332 (D1) ARAB 331 (D1)

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

Attributes: GBST Middle Eastern Studies Electives

Fall 2022
SEM Section: 01 Cancelled

ARAB 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

Requirements/Evaluation: For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation.
For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18/sec

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

Expected Class Size: 15/sec

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:

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak
SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)
In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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:
HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

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

ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers' understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers--ancient and contemporary--made sense of other cultures through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

Requirements/Evaluation: Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.
Prerequisites: 302 or equivalent.

Enrollment Limit: 10

Enrollment Preferences: Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

Expected Class Size: 6

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

Difference, Power, and Equity Notes: The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Spring 2023
SEM Section: 01    MWF 11:00 am - 12:15 pm     Brahim El Guabli

ARAB 404  (F)  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.

Fall 2022
SEM Section: 01      Cancelled

ARAB 405  (F)  From Page to Stage: Singers and Songwriters of Modern Arab Music  (DPE) (WS)
Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this
course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned. Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

Requirements/Evaluation: Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 19

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

Expected Class Size: 8

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Nicholas R Mangialardi

ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: ARAB 413 HIST 413 GBST 413 ENVI 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.
**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction projects. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefited the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

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**ARTH 105 (F) Arts of South Asia (DPE)**

**Cross-listings:** ASIA 105 ARTH 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.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

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

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**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:***

ARTH 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

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**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 architectural 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: 8 object lab assignments, 6 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: First-year students have priority, followed by art history majors, sophomores, juniors, and seniors

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 2022

CON Section: 02 W 11:00 am - 12:15 pm Michelle M. Apotsos

CON Section: 04 W 2:35 pm - 3:50 pm Michelle M. Apotsos

CON Section: 03 W 1:10 pm - 2:25 pm Michelle M. Apotsos

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

ARTH 206 (S) What is Islamic Art? (DPE) (WS)

Cross-listings: REL 204 ARTH 206

Primary Cross-listing

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

Requirements/Evaluation: Focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors, Religion majors

Expected Class Size: 8

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 204 (D2) ARTH 206 (D1)

Writing Skills Notes: This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.
Difference, Power, and Equity Notes: In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic 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.

Spring 2023

TUT Section: T1  TBA  Murad K. Mumtaz

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 2022

LEC Section: 01  Cancelled

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

Cross-listings: ARAB 222  ARTH 222

Primary Cross-listing

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

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

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

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

Attributes: ARTH post-1800 Courses

Spring 2023
SEM Section: 01    TF 2:35 pm - 3:50 pm     Holly  Edwards

ARTH 246 (F) 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. Particular attention will be given to traditions or people that have been erased or misunderstood over time as art history has evolved as a discipline. Students will look, sketch, photograph and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.

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

Fall 2022
SEM Section: 01    TF 2:35 pm - 3:50 pm     Holly  Edwards

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

Cross-listings: AFR 369 ARTH 308
Primary Cross-listing

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

Requirements/Evaluation: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Art History and African Studies Majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

Difference, Power, and Equity Notes: This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023
TUT Section: T1 TBA Michelle M. Apotsos

ARTH 322 (F) Cold War Aesthetics (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 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
ARTH 390  (F)  Art and Representation in the Wake of Empire, Europe After 1945  (DPE)

Foregrounding the exhibition as a critical form of aesthetic and political contestation, this course examines the transformation of colonial projects of early modernity to the post-World War II period. It will situate European visual culture within systems of transnational exchange and the art and cultures of other continents, while reflecting upon its economic and political impacts within its own newly reconfigured borders. National identity will be set in relief against a burgeoning cosmopolitanism, migration shifts, and increased tourism worldwide. Work in a variety of media will illustrate the multifaceted nature of these interactions and their engagement with materials, persons, and things in the commodification and use of natural resources. Of the themes addressed in this course—postcolony, anticapitalism, imperialism, neocolonialism, and existentialism—particular attention will be focused upon the history of independence movements in the former European colonies and their reflection in works of art in Europe and abroad. We will consider the role major international and perennial art exhibitions—such as Documenta in Germany and the Venice Biennale in Italy—have played in the reconceptualization of the field of contemporary art, as well as other institutions of art confronting new waves of fascism in Europe. With a transhistorical approach, we will assess the work of international curators and cultural theorists who have remapped the relationship between art and politics, and the Global North and South.

Requirements/Evaluation:  Weekly response papers (1-2 pages); participation in class; one 12-15 page paper
Prerequisites: none
Enrollment Limit:  10
Enrollment Preferences: Art History and Studio Art majors, then any interested student
Expected Class Size:  10
Grading:    no pass/fail option, no fifth course option

Difference, Power, and Equity Notes: The course examines difference, power, and equity in artistic practice as a means of rethinking European identity within a globalized world. Migration, diaspora, and citizenship—and their differentials of power and movement—are central to course assignments and discussions. It focuses on the lasting impacts of colonialism beyond European borders as a way of understanding the logic of cultural hegemony.

Attributes: ARTH post-1800 Courses

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

Cross-listings: ARTH 440  LATS 440

Primary Cross-listing

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

Requirements/Evaluation:  several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)
Enrollment Limit:  15
Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators
Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 440 (D1) LATS 440 (D2)

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

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

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

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

ARTH 460 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

Requirements/Evaluation: For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation.
For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18/sec

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

Expected Class Size: 15/sec

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:
ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak
ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts  (DPE)
Cross-listings:  ARTH 561  HIST 454

Primary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

Class Format: The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

Prerequisites: For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

Expected Class Size: 16

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:

ARTH 561 (D1) HIST 454 (D2)

Difference, Power, and Equity Notes: The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

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

Spring 2023

ARTS 112 (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: 10

Enrollment Preferences: majors have priority

Expected Class Size: 10

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.

Spring 2023

STU Section: 01  T 1:10 pm - 3:50 pm  Cecilia Aldarondo

ARTS 222  (S)  Critical Spatial Practice: Design for Alternative Futures  (DPE)

Cross-listings: ENVI 202  ARTS 222

Primary Cross-listing

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

Requirements/Evaluation: Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical 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: 12

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

Materials/Lab Fee: Costs will vary depending on student project, but should not exceed $200-$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)

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 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 temporary interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01  W 1:10 pm - 3:50 pm  Giuseppina Forte
ARTS 261 (F) Design and Environmental Justice (DPE)

Cross-listings: ARTS 261 ENVI 260

Secondary Cross-listing
This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

Requirements/Evaluation: Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Studio Art majors

Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 261 (D1) ENVI 260 (D2)

Difference, Power, and Equity Notes: This interdisciplinary seminar 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

Fall 2022
SEM Section: 01    TR 8:30 am - 9:45 am    Giuseppina Forte

ARTS 314 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)

Cross-listings: ARTS 314 ENVI 310

Primary Cross-listing
Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are emmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

Requirements/Evaluation: In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. 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 in tutorials.

Prerequisites: Students must complete a course of at least 100 level based on their project’s medium of choice.

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: Costs will depend on the medium chosen for this course, but should not exceed $200-$350; students on financial aid may utilize the book grant to defray materials costs.

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 multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022
TUT Section: T1    TR 11:20 am - 12:35 pm     Giuseppina Forte

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

**Cross-listings:** ENVI 316  ARTS 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 relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This 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 and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

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

**Expected Class Size:** 15

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

**Materials/Lab Fee:** Costs will vary, but should not exceed $200-$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)

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

Spring 2023
SEM Section: 01    TR 8:30 am - 9:45 am     Giuseppina Forte

ARTS 345 (S) Art in Times of Crisis  (DPE)

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, students will do readings and investigations into art activist case studies from social movements such as Puerto Rican sovereignty, HIV + AIDS, and global climate justice.
Requirements/Evaluation: readings, screenings, attendance, participation, and committed completion of assignments
Prerequisites: any 200-level art studio class or submit a portfolio for consideration
Enrollment Limit: 10
Enrollment Preferences: majors and seniors
Expected Class Size: 10
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: This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2023
STU Section: 01  T 7:00 pm - 9:40 pm  Cecilia Aldarondo

ASIA 105  (F) Arts of South Asia  (DPE)
Cross-listings: ASIA 105  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: 25
Enrollment Preferences: First years, sophomores and juniors
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:
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

Fall 2022
LEC Section: 01  WF 8:30 am - 9:45 am  Murad K. Mumtaz

ASIA 208  (F) The U.S. and Afghanistan: A Post-Mortem  (DPE)
Cross-listings: ASIA 208  GBST 208  PSCI 220  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:
ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022
SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

ASIA 215 (S) Foundations of Confucian Thought (DPE) (WS)
Cross-listings: REL 295 ASIA 215 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), the Mengzi (often romanized as "Mencius"), the writings of Xunzi, and the Classic of Filial Piety. 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 4 short papers (3-4 pages each), one longer final paper (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: 15
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) ASIA 215 (D1) CHIN 215 (D1)

Writing Skills Notes: Writing will include 4 short papers (3-4 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 functioning in both beneficial and deleterious ways in society.

Spring 2023
SEM Section: 01  MWF 10:00 am - 10:50 am  Christopher M. B. Nugent

ASIA 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226  COMP 296  ASIA 226

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

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:

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2022
SEM Section: 01  TF 1:10 pm - 2:25 pm  Man He

ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)

Cross-listings: ASIA 228  COMP 297  CHIN 428
What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

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 228 (D1) COMP 297 (D1) CHIN 428 (D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

ASIA 241 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)

Cross-listings: ECON 240 ASIA 241

Secondary Cross-listing

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

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

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10
Spring 2023
TUT Section: T1 TBA Anand V. Swamy

ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)
Cross-listings: REL 269 STS 269 ASIA 269 ANTH 269

Secondary Cross-listing
This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively—be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

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: yes pass/fail option, no fifth course option

Fall 2022
TUT Section: T1 TBA Kim Gutschow

ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)
Cross-listings: ASIA 315 HIST 315
Secondary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

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:

ASIA 315 (D2) HIST 315 (D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: ENVI 134 BIOL 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:** 60

**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:** 60

**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

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**CHIN 215  (S) Foundations of Confucian Thought  (DPE) (WS)**

**Cross-listings:** REL 295  ASIA 215  CHIN 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), the Mengzi (often romanized as "Mencius"), the writings of Xunzi, and the Classic of Filial Piety. 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 4 short papers (3-4 pages each), one longer final paper (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:** 15

**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) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 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 functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01   MWF 10:00 am - 10:50 am   Christopher M. B. Nugent

CHIN 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 COMP 296 ASIA 226

Primary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

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:

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2022

SEM Section: 01   TF 1:10 pm - 2:25 pm   Man He

CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)

Cross-listings: ASIA 228 COMP 297 CHIN 428

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories,
we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

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 228 (D1) COMP 297 (D1) CHIN 428 (D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses

Spring 2023
TUT Section: T1 TBA Man He

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

Fall 2022
SEM Section: 01    TR 8:30 am - 9:45 am    Zaid Adhami

COMP 219 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France  (DPE)
Cross-listings:  RLFR 232  COMP 219

Secondary Cross-listing
The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's Portrait d'une négresse (1800) and discuss how France is using such works today to reckon with its history of discrimination.

Requirements/Evaluation:  active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper
Prerequisites:  excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor
Enrollment Limit:  20
Enrollment Preferences:  French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission
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:
RLFR 232 (D1)  COMP 219 (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 in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023
SEM Section: 01    MR 2:35 pm - 3:50 pm    Preea Leelah

COMP 223 (S) Japanese Food Culture in a Global Context  (DPE)
Cross-listings:  COMP 223  JAPN 223

Secondary Cross-listing
The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multietnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation:  active class participation, three response papers, two small written report (including class presentations), and one
research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**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:

COMP 223 (D1) JAPN 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled


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

**Secondary Cross-listing**

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

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

ENGL 228 (D1) COMP 230 (D1)

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

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

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

Fall 2022
SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

COMP 234 (F) Saharan Imaginations (DPE) (WS)
Cross-listings: ARAB 209 ENVI 208 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: 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 209 (D1) ENVI 208 (D1) COMP 234 (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 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 242 (S) Americans Abroad (DPE)
Cross-listings: COMP 242 ENGL 250 GBST 242 AMST 242

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

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

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

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

Expected Class Size: 18

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

Distributions: (D1) (DPE)

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

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

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

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

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

COMP 244 (S) Black Mediterranean (DPE) (WS)

Cross-listings: GBST 244 COMP 244

Primary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: Students will meet twice a week with me.

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

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:
GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

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

Spring 2023
SEM Section: 01    TF 1:10 pm - 2:25 pm     Michele Monserati

COMP 260  (F) Francophone Graphic Novels  (DPE)
Cross-listings:  RLFR 260  COMP 260

Secondary Cross-listing
In this class we will read contemporary graphic novels and bandes dessinées from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. Conducted in French.

Requirements/Evaluation:  weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper
Prerequisites:  RLFR 105, 106, by placement or by permission of instructor
Enrollment Limit:  20
Enrollment Preferences:  French majors and certificate students, Comparative Literature majors
Expected Class Size:  15
Grading:  no pass/fail option,   no fifth course option
Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 260 (D1) COMP 260 (D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022
SEM Section: 01    TR 11:20 am - 12:35 pm     Katarzyna M. Pieprzak

COMP 270  (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance  (DPE) (WS)
Cross-listings:  MUS 214  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:
MUS 214 (D1) ARAB 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 2023
SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

COMP 296 (F) Chinese Film and Its Significant Others (DPE)
Cross-listings: CHIN 226 COMP 296 ASIA 226

Secondary Cross-listing
From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.
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:
CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses
COMP 297  (S)  Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films  (DPE) (WS)

Cross-listings:  ASIA 228  COMP 297  CHIN 428

Secondary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant-readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation:  attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites:  None for students taking the course under ASST and COMP 297;  CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit:  10

Enrollment Preferences:  current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

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 228 (D1) COMP 297 (D1) CHIN 428 (D1)

Writing Skills Notes:  Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes:  This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes:  FMST Core Courses

Spring 2023

TUT Section:  T1  TBA  Man He

COMP 308  (F)  Building Francophone Cities: Literature, Art and History  (DPE)

Cross-listings:  RLFR 307  COMP 308

Secondary Cross-listing

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

Requirements/Evaluation:  Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page
Prerequisites: RLFR 105 or above, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors or certificate students, Comp. Lit. majors

Expected Class Size: 15

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 307 (D1) COMP 308 (D1)

Difference, Power, and Equity Notes: This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01    TF 1:10 pm - 2:25 pm     Katarzyna M. Pieprzak

COMP 327  (F)  Romanticism, Belatedly  (DPE)

Cross-listings: ENGL 324  COMP 327

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 (10 pages), one presentation (15 mins), one final paper (15 pages)

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

Enrollment Limit: 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

Fall 2022
Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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

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 332 (D1) ARAB 331 (D1)

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

Attributes: GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

COMP 350 (S) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: COMP 350 ENGL 352

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, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and
others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, 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:

COMP 350 (D1) ENGL 352 (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 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Paresh Chandra

**COMP 361 (S) Repairing a Broken World: Intro to North African Contemporary Art** (DPE)

**Cross-listings:** ARTH 460  COMP 361  ARAB 360  RLFR 360  ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation.
For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**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:

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.
COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 GBST 369 COMP 369 ARAB 369

Primary Cross-listing
In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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:
HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

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

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

Cross-listings: RLF 414 COMP 414

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

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

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

**Expected Class Size:** 10

**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 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01    MW 11:00 am - 12:15 pm     Sophie F. Saint-Just

**DANC 125 (S) Music and Social Dance in Latin America (DPE)**

**Cross-listings:** MUS 125 DANC 125

**Secondary Cross-listing**

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

**Class Format:** seminar/studio

**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.

**Expected Class Size:** 20

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

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

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

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

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the
politics of representation in embodied expression.

Attributes: GBST Latin American Studies Electives  MUS World Music/Ethnomusicology

Spring 2023
SEM Section: 01  MWF 11:00 am - 12:15 pm  Corinna S. Campbell

ECON 105  (F)  Gender in the Global Economy  (DPE)

Cross-listings:  WGSS 211  ECON 105

Secondary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 12

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

Unit Notes: This course cannot count toward the ECON major.

Distributions:  (D2)  (DPE)

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

WGSS 211 (D2) ECON 105 (D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies Electives  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01  TR 11:20 am - 12:35 pm  Kiaran Honderich

ECON 204  (S)  Global Poverty and Economic Development  (DPE)

Cross-listings:  ENVI 234  ECON 507  ECON 204

Primary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: short written assignments and empirical exercises; two individual take-home exams; final group project

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students

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:

ENVI 234 (D2) ECON 507 (D2) ECON 204 (D2)

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

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

Spring 2023

LEC Section: 01    MW 11:00 am - 12:15 pm     Pamela Jakiela

**ECON 218 (S) Capital and Coercion** (DPE) (WS)

**Cross-listings:** GBST 218 ECON 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 be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.

**Prerequisites:** Econ 110

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**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: POEC International Political Economy Courses

Spring 2023

SEM Section: 01    MWF 8:30 am - 9:45 am     Ashok S. Rai

**ECON 240 (S) Colonialism and Underdevelopment in South Asia** (DPE) (QFR)
Cross-listings: ECON 240  ASIA 241

Primary Cross-listing

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

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

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

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

Distributions: (D2) (DPE) (QFR)

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

ECON 240 (D2) ASIA 241 (D2)

Difference, Power, and Equity Notes: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

Quantitative/Formal Reasoning Notes: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

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

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

ECON 257 (S) The Economics of Race (DPE)

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

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 U.S. Political Economy + Public Policy Course

Spring 2023
ECON 507  (S) Global Poverty and Economic Development  (DPE)

Cross-listings:  ENVI 234 ECON 507 ECON 204

Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future.

Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: short written assignments and empirical exercises; two individual take-home exams; final group project

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

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:

ENVI 234 (D2) ECON 507 (D2) ECON 204 (D2)

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

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

Spring 2023

LEC Section: 01  MW 11:00 am - 12:15 pm  Pamela Jakiela

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

Cross-listings:  WGSS 105 ENGL 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)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023
SEM Section: 01 MW 7:00 pm - 8:15 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? In this class we will read novels (Virginia Woolf, Chinua Achebe, Nadine Gordimer), historical narrative (W.E.B. Dubois), critical-theoretical essays (Angela Davis), and philosophy of science (Thomas Kuhn), to examine the ways human beings fashion to work through, think about, and represent change.

Requirements/Evaluation: Two contextualization essays (4-page), one precis (3-page), one proposal (1-page), and one essay (10-page)
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: yes 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 2023
SEM Section: 01 MWF 8:30 am - 9:45 am Paresh Chandra

ENGL 113  (F) The Feminist Poetry Movement  (DPE) (WS)
Cross-listings: ENGL 113 AMST 113 WGSS 113
Primary Cross-listing
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major “tool” for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and
created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

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

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), discussion posts, 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:

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

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

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

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

Fall 2022

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

ENGL 208 (S) Designer Genes (DPE)

Cross-listings: WGSS 208 STS 208 ENGL 208 AMST 206

Secondary Cross-listing

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

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

Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Majors, concentrators, juniors and seniors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 208 (D2) STS 208 (D2) ENGL 208 (D1) AMST 206 (D2)

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

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

Spring 2023
SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

ENGL 228 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)
Cross-listings: ENGL 228 COMP 230

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

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions
Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

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

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

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing
The 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
“Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue” (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**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:

LATS 232 (D2) ENGL 232 (D1)

**Difference, Power, and Equity Notes:** This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

**Attributes:** LATS Core Electives

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Spring 2023

SEM Section: 01  W 1:10 pm - 3:50 pm  Nelly A. Rosario

**ENGL 250 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242  ENGL 250  GBST 242  AMST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad since the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of “home” into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student’s own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023
SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

ENGL 252 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: ENGL 252 LATS 222

Secondary Cross-listing

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2022
LEC Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 268 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

Cross-listings: REL 166 AMST 166 COMP 166 ENGL 268

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper

Prerequisites: none
Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022
SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

ENGL 279 (F) 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 Chicano voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyorican, 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

Fall 2022
SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales
"A language to hear myself": Advanced Studies in Feminist Poetry and Poetics

Cross-listings: ENGL 302 AMST 310 WGSS 330

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Requirements/Evaluation: short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 302 (D1) AMST 310 (D2) WGSS 330 (D2)

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

Trans-American Modernisms: Latin America, the Caribbean, and the Black and Latinx U.S.

What would it mean to rethink Modernism through a hemispheric-American lens? This course aims to broaden your perspective of what "Modernism" (as it is known in the Anglophone world) is and/or could be. Our approach assumes that the history of Modernism as a global literary movement made up of divergent though related literatures is yet to be written. It also seeks to resituate our understanding of Latinx literature within the geo-social space of the U.S. South and the Global South, treating "Latinx" as a hemispheric project while facilitating cross-disciplinary conversation between African American Studies, Latin American Studies, and American Studies. We'll begin by reading contemporary literary theory to introduce a global perspective to the study of modernist movements. Thereafter we'll turn to study Modernism's major nineteenth-century precursor poets of the Americas (Whitman, Dickinson, Martí, and Dario) to articulate key questions about modernist innovation and what it means for the poets and artists of the geo-social peripheries to participate in, repudiate, or be excluded from l'esprit nouveau of modernist and avant-garde movements. We will examine what George Yúdice calls the "double bind" situation of the Latin American artist (either be Europe's double or its Other), as we survey early to mid-twentieth-century Latin American and Caribbean responses to European Surrealism. From there we will move to consider the trans-American dialogue between Langston Hughes, Nicolás Guillén, and Federico García Lorca (whose Poeta en Nueva York recounts the poet's journey from Black Harlem to Cuba). Finally, we will zero in on the early to mid-twentieth-century Black and Latinx experiences of modernism/modernity in the U.S. while also
attending to where questions of race, class, and gender/sexuality emerge in the canon of Anglo-American Modernism.

**Requirements/Evaluation:** Active participation in in-class and online discussion, two close-reading papers (5 pages each), contributions to course blog, and a final 8-10 page 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:** 25

**Enrollment Preferences:** English majors, but non-majors with a strong interest in the subject are welcome.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout U.S. and Latin American history. The course emphasizes the experiences of colonization and U.S. imperialism in Latin America, those of social conflict in border regions throughout the U.S., and African-American experiences of racial injustice.

**Attributes:** ENGL Literary Histories C  LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01    MR 1:10 pm - 2:25 pm    Matthew Gonzales

**ENGL 320 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320  AFR 365  GBST 365  AMST 365

**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Ponciá Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives
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 (10 pages), one presentation (15 mins), one final paper (15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

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
James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, 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

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**ENGL 352 (S) Separation: An Introduction to Postcolonial Literature (DPE)**

**Cross-listings:** COMP 350 ENGL 352

**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, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, 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:

COMP 350 (D1) ENGL 352 (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

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Spring 2023

SEM Section: 01    MWF 11:00 am - 12:15 pm    Paresh Chandra

**ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** ENVI 134  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:** 60

**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:** 60

**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

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Fall 2022

LEC Section: 01    Cancelled

**ENVI 201 (S) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201  GEOS 207

**Secondary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related
illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201 (D3) GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Attributes: ENVI Natural World Electives  GEOS Group B Electives - Sediments + Life  PHLH Nutrition, Food Security + Environmental Health

Spring 2023

LEC Section: 01  Cancelled

LAB Section: 02  Cancelled

ENVI 202  (S)  Critical Spatial Practice: Design for Alternative Futures  (DPE)

Cross-listings: ENVI 202 ARTS 222

Secondary Cross-listing

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

Requirements/Evaluation: Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical 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: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Costs will vary depending on student project, but should not exceed $200-$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)

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 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 temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01  W 1:10 pm - 3:50 pm  Giuseppina  Forte

**ENVI 204 (F) Colonialism, Capitalism and Climate Crisis** (DPE)

**Cross-listings:** ENVI 204  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 swaths 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:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**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:
ENVI 204 (D2)  GBST 233 (D2)  AFR 233 (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 Core Electives

Fall 2022

LEC Section: 01  MWF 11:00 am - 12:15 pm  Keston K. Perry

**ENVI 208 (F) Saharan Imaginations** (DPE) (WS)

**Cross-listings:** ARAB 209  ENVI 208  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: 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 209 (D1) ENVI 208 (D1) COMP 234 (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 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ENVI 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: STS 231 ENVI 231 AFR 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, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 231 (D2) ENVI 231 (D2) AFR 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: ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01    MR 2:35 pm - 3:50 pm     Brittany Meché

ENVI 234  (S) Global Poverty and Economic Development (DPE)

Cross-listings:  ENVI 234  ECON 507  ECON 204

Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future.

Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: short written assignments and empirical exercises; two individual take-home exams; final group project

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

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:

ENVI 234 (D2) ECON 507 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: ENVI Environmental Policy  GBST African Studies Electives  GBST Economic Development Studies Electives  POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01    MW 11:00 am - 12:15 pm     Pamela Jakiela

ENVI 260  (F) Design and Environmental Justice (DPE)

Cross-listings:  ARTS 261  ENVI 260

Primary Cross-listing

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

Requirements/Evaluation: Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Studio Art 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:
ARTS 261 (D1) ENVI 260 (D2)

Difference, Power, and Equity Notes: This interdisciplinary seminar 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

Fall 2022
SEM Section: 01  TR 8:30 am - 9:45 am  Giuseppina Forte

ENVI 297 (F) Global Sustainable Development (DPE)
Cross-listings: ENVI 297 GBST 287

Primary Cross-listing
In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

Requirements/Evaluation: Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Envi 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:
ENVI 297 (D2) GBST 287 (D2)

Difference, Power, and Equity Notes: This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Fall 2022
SEM Section: 01  MW 7:00 pm - 8:15 pm  Brittany Meché

ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)
Cross-listings: AFR 335 ENVI 304 GBST 304 HIST 304

Secondary Cross-listing
In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to
understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

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:

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

ENVI 310  (F) Design for the Pluriverse: Space, Ecology, Difference  (DPE)

Cross-listings: ARTS 314  ENVI 310

Secondary Cross-listing

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist—the pluriverse.

Requirements/Evaluation: In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. 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 in tutorials

Prerequisites: Students must complete a course of at least 100 level based on their project's medium of choice.

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: Costs will depend on the medium chosen for this course, but should not exceed $200-$350; students on financial aid may utilize the book grant to defray materials costs.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
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 multimedia place-based projects.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2022
TUT Section: T1    TR 11:20 am - 12:35 pm     Giuseppina Forte

ENVI 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ENVI 316 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 relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This 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 and urban political ecologies.

Class Format: The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

Requirements/Evaluation: Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 18

Enrollment Preferences: Envi majors and concentrators, Studio Art majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Costs will vary, but should not exceed $200-$350. 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

Spring 2023
SEM Section: 01    TR 8:30 am - 9:45 am     Giuseppina Forte

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: MAST 351 ENVI 351 PSCI 319

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:

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (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 Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

Spring 2023

SEM Section: 01  TBA  Catherine Robinson Hall

ENVI 395 (F) Black Reparations Within/Beyond Borders (DPE)

Cross-listings: AFR 395  WGSS 395  ENVI 395  GBST 395

Secondary Cross-listing

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze 'geographies of Black struggle', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader
focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**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:

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives  ENVI Humanities, Arts + Social Science Electives  GBST African Studies Electives  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01  TF 2:35 pm - 3:50 pm  Keston K. Perry

**ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition** (DPE) (WS)

**Cross-listings:** ARAB 413  HIST 413  GBST 413  ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and
racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01    M 7:00 pm - 9:40 pm    Magnús T. Bernhardsson

GBST 101  (F)  Religion, Politics, and Society: A Global Perspective  (DPE)
Cross-listings:  REL 126  GBST 101  PSCI 126

Primary Cross-listing
In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi’a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

Requirements/Evaluation:  Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.
Prerequisites:  none
Enrollment Limit:  35
Enrollment Preferences:  Global Studies concentrators and intended concentrators; Religion majors and intended majors
Expected Class Size:  25
Grading:  no pass/fail option,  yes fifth course option

Unit Notes:  Core course for GBST
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

Difference, Power, and Equity Notes:  An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01    TR 8:30 am - 9:45 am    Farid  Hafez

GBST 104  (S)  Race and a Global War: Africa during World War II  (DPE)  (WS)
Cross-listings:  AFR 104  HIST 104  GBST 104

Secondary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime
demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

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, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

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: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions despite various and complex inequities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

GBST 203 (F) Colonial Rule and Its Aftermaths in Africa (DPE)

Cross-listings: GBST 203 HIST 204 AFR 227

Secondary Cross-listing

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 30

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 203 (D2) HIST 204 (D2) AFR 227 (D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All
of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes:  HIST Group A Electives - Africa

Fall 2022

LEC Section: 01    MWF 11:00 am - 12:15 pm    Benjamin Twagira

GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem  (DPE)
Cross-listings:  ASIA 208  GBST 208  PSCI 220  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:
ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022

SEM Section: 01    TR 9:55 am - 11:10 am    David B. Edwards

GBST 218 (S) Capital and Coercion  (DPE) (WS)
Cross-listings:  GBST 218  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 be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

Requirements/Evaluation:  Students will be evaluated based on class participation and on four essays.
Prerequisites:  Econ 110
Enrollment Limit: 19

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 218 (D2) ECON 218 (D2)

Writing Skills Notes: Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

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: POEC International Political Economy Courses

Spring 2023
SEM Section: 01 MWF 8:30 am - 9:45 am Ashok S. Rai

GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 ANTH 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 Indigeneity 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: Weekly post to the course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

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: 10-12

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:

RUSS 217 (D1) ANTH 217 (D2) GBST 219 (D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and 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.

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 2023

SEM Section: 01  MR 2:35 pm - 3:50 pm  Kamal A. Kariem

GBST 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa  (DPE)

Cross-listings:  PSCI 226  LEAD 226  GBST 226

Secondary Cross-listing

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention—including military, humanitarian, and resource extraction—as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world’s leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions—the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

Requirements/Evaluation:  Participation, Midterm, Final, 3 Short Response Papers

Prerequisites:  None

Enrollment Limit: 25

Enrollment Preferences:  Political Science majors and Leadership Studies 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:

PSCI 226 (D2)  LEAD 226 (D2)  GBST 226 (D2)

Difference, Power, and Equity Notes:  This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

Attributes:  POEC International Political Economy Courses  PSCI International Relations Courses

Spring 2023

LEC Section: 01  MR 1:10 pm - 2:25 pm  Elizabeth Iams Wellman

GBST 232 (S) Islam in Africa  (DPE)


Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation:  Two essays during the semester and final project.

Prerequisites:  None

Enrollment Limit: 25
Enrollment Preferences:  REL, HIST, ARAB, AFR, GBST 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:

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes:  HIST Group A Electives - Africa

Spring 2023
SEM Section: 01    MW 11:00 am - 12:15 pm     Saadia Yacoob

GBST 233  (F) Colonialism, Capitalism and Climate Crisis  (DPE)

Cross-listings:  ENVI 204  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:  Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

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:

ENVI 204 (D2) GBST 233 (D2) AFR 233 (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 Core Electives

Fall 2022
LEC Section: 01    MWF 11:00 am - 12:15 pm     Keston K. Perry
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture—American or foreign.

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 242 (D1) ENGL 250 (D1) GBST 242 (D2) AMST 242 (D2)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

GBST 243 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: PSCI 244 GBST 243 REL 247

Primary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course 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. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only 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. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.
Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 244 (D2) GBST 243 (D2) REL 247 (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. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01  M 7:00 pm - 9:40 pm  Farid Hafez

GBST 244 (S) Black Mediterranean (DPE) (WS)

Cross-listings: GBST 244 COMP 244

Secondary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: Students will meet twice a week with me.

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

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:

GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.
GBST 262 (S) Paper Trails (DPE)

Cross-listings: GBST 262 SOC 262 STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology 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 262 (D2) SOC 262 (D2) STS 262 (D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

GBST 287 (F) Global Sustainable Development (DPE)

Cross-listings: ENVI 297 GBST 287

Secondary Cross-listing

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

Requirements/Evaluation: Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Envi 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:
ENVI 297 (D2) GBST 287 (D2)  

**Difference, Power, and Equity Notes:** This course considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.  

**Attributes:** ENVI Environmental Policy  EVST Social Science/Policy

Fall 2022  
SEM Section: 01  MW 7:00 pm - 8:15 pm  Brittany Meché

**GBST 304** (S) **Sacred Custodians: Environmental Conservation in Africa** (DPE)  
**Cross-listings:** AFR 335  ENVI 304  GBST 304  HIST 304

**Secondary Cross-listing**  
In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.  

**Prerequisites:** None  

**Enrollment Limit:** 25  

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.  

**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:  
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023  
SEM Section: 01  TF 1:10 pm - 2:25 pm  Benjamin Twagira

**GBST 321** (F) **Migration Governance: A Global Perspective** (DPE)  
**Cross-listings:** GBST 321 PSCI 322 LEAD 324

**Secondary Cross-listing**  
This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate
cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the emigration governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

Requirements/Evaluation: Participation, 3 Short Response Papers, Research Paper (15 pages)

Prerequisites: PSCI 202 or PSCI 204 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

Difference, Power, and Equity Notes: This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

GBST 335 (F) Nowheres (DPE)

Cross-listings: GBST 335 SOC 335

Secondary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself 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 2022

SEM Section: 01    TF 1:10 pm - 2:25 pm     Phi H. Su

**GBST 344  (F)(S)  Capitalism and Racism in the American Context and Beyond: A Global Approach  (DPE)**

**Cross-listings:** AMST 345  GBST 344  AFR 353

**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:

AMST 345 (D2) GBST 344 (D2) AFR 353 (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 2022
SEM Section: 01    W 1:10 pm - 3:50 pm    Souhail Chichah

Spring 2023
SEM Section: 01    W 1:10 pm - 3:50 pm    Souhail Chichah

GBST 348  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)
Cross-listings: RUSS 348  SOC 348  GBST 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: (D2)  (DPE)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
RUSS 348 (D1) SOC 348 (D2) GBST 348 (D2)
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

Fall 2022
TUT Section: T1    TBA    Olga Shevchenko

GBST 358  (F)  Religion and Law  (DPE)
Cross-listings: GBST 358  REL 358
Secondary Cross-listing
This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of
Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

GBST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 AFR 365 GBST 365 AMST 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Ponciá Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 320 (D1) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives
GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 GBST 369 COMP 369 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Eqeiq

GBST 395 (F) Black Reparations Within/Beyond Borders (DPE)

Cross-listings: AFR 395 WGSS 395 ENVI 395 GBST 395

Secondary Cross-listing

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze ‘geographies of Black struggle’, the differences and
commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**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:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

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**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

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**GBST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 HIST 413 GBST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefited and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

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**GBST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print...
technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programing. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

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:
HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques - both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022
TUT Section: T1 TBA Benjamin Twagira

GEOS 207 (S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: ENVI 201 GEOS 207

Primary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 201 (D3) GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalized groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Attributes: ENVI Natural World Electives  GEOS Group B Electives - Sediments + Life  PHLH Nutrition, Food Security + Environmental Health

Spring 2023
LAB Section: 02  Cancelled
LEC Section: 01  Cancelled

HIST 104  (S)  Race and a Global War: Africa during World War II  (DPE) (WS)

Cross-listings: AFR 104  HIST 104  GBST 104

Primary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

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, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

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: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives  GBST African Studies Electives  HIST Group A Electives - Africa

Spring 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Benjamin Twagira
**HIST 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

**Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**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:

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians?

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

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**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

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**Fall 2022**

SEM Section: 01 MWF 8:30 am - 9:45 am Charlotte A. Kiechel

**HIST 158** (S) North of Jim Crow, South of Freedom (DPE) (WS)

**Cross-listings:** HIST 158 AFR 158

**Primary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**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:**

- HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

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**Spring 2023**

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**HIST 159** (F) Crossing the Color Line: A History of Passing (DPE) (WS)

**Cross-listings:** AFR 159 HIST 159

**Primary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is
a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries—class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 159 (D2) HIST 159 (D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2 pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students will also receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

HIST 202 (S) Islam in Africa (DPE)


Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBS T 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:**
HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

**Spring 2023**

**SEM Section:** 01   MW 11:00 am - 12:15 pm   Saadia Yacoob

**HIST 204 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Primary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**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 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

**Fall 2022**

**LEC Section:** 01   MWF 11:00 am - 12:15 pm   Benjamin Twagira

**HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

**Primary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities’ own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous
Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus’s arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the “Columbian Exchange,” and contended with Euro-colonial projects of “discovery” and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, followed by first- and second-year students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 254 (D2) HIST 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 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 255 (F) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future, centering community voices, scholarship, and interpretations. Beginning with Sand Creek and the violences experienced by Native communities in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to recent protective actions at Standing Rock and Mauna Kea in the 21st century. Topics include treaty-making and diplomacy; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; urban relocation policy and experiences; Red Power activism and Indigenous internationalism; treaty rights activism and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast--Stockbridge-Munsee Mohican homelands--in which Williams College is situated.

Requirements/Evaluation: class discussion, reading responses, short analytic essays, archival/object analysis, final essay/project

Prerequisites: Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

Enrollment Limit: 15

Enrollment Preferences: History and American Studies majors; then first- and second-year students from any major

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2022
SEM Section: 01  Cancelled

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.

Requirements/Evaluation: The focus of this seminar is experiential, collaborative, and community-based learning and 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 2023
SEM Section: 01  MR 2:35 pm - 3:50 pm  Christine DeLucia

HIST 304  (S)  Sacred Custodians: Environmental Conservation in Africa  (DPE)

Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Primary Cross-listing
In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to
understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

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:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 GBST 369 COMP 369 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Eqeiq

HIST 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: ASIA 315 HIST 315

Primary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world?

The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

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:
ASIA 315 (D2) HIST 315 (D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia
HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)

Cross-listings: HIST 332  WGSS 331

Primary Cross-listing
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women’s “friendships” in Victorian Britain; the role of the new science of sexology in specifying various “sexual perversions”; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for “homosexual emancipation”; attempts to regulate and suppress “deviant” sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar “sex change” debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: This course will be taught as a discussion course, with discussions focused on the assigned readings.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

Prerequisites: None; open to all students.

Enrollment Limit: 25

Enrollment Preferences: Junior and Senior History majors, along with Women’s, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 332 (D2) WGSS 331 (D2)

Difference, Power, and Equity Notes: “Queer Europe” is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the “sexual norm” has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2022

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

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**Fall 2022**

LEC Section: 01  W 1:10 pm - 3:50 pm  Charlotte A. Kiechel

**HIST 347 (S) Democracy and Dictatorship in Latin America** (DPE)

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Requirements/Evaluation:** class participation, response papers, two short papers, and a longer (10-page) final essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 22-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

**Attributes:** GBST Latin American Studies Electives  HIST Group D Electives - Latin America + Caribbean  LATS Countries of Origin + Transnationalism Elect

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**Spring 2023**

SEM Section: 01  TR 8:30 am - 9:45 am  Roger A. Kittleson

**HIST 352 (F)(S) American Maritime History** (DPE) (WS)

**Cross-listings:** HIST 352  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

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**HIST 367 (F) Black History is Labor History**

**Cross-listings:** AFR 367 HIST 367

**Primary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiuminion, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)

Cross-listings: LATS 385 HIST 385

Primary Cross-listing
Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin—a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

Class Format: This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

Requirements/Evaluation: Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 385 (D2) HIST 385 (D2)

Writing Skills Notes: Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

Difference, Power, and Equity Notes: This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

Attributes: HIST Group F Electives - U.S. + Canada LATS Core Electives
HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition  (DPE) (WS)

Cross-listings: ARAB 413  HIST 413  GBST 413  ENVI 413

Primary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefited and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 413 (D2) HIST 413 (D2) GBST 413 (D2) ENVI 413 (D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01  M 7:00 pm - 9:40 pm  Magnús T. Bernhardsson

HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism  (DPE) (WS)

Cross-listings: JWST 430  HIST 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
This course is cross-listed and the prefixes carry the following divisional credit:

JWST 430 (D2) HIST 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 2023

SEM Section: 01    W 1:10 pm - 3:50 pm     Charlotte A. Kiechel

HIST 433  (F) Colonialism and the Jews  (DPE) (WS)

Cross-listings: HIST 433 JWST 433

Primary Cross-listing

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

Requirements/Evaluation: Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

Prerequisites: None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History Majors and Jewish Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 433 (D2) JWST 433 (D2)

Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment
will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia  JWST Capstone Course

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**Fall 2022**

**SEM Section:** 01  W 1:10 pm - 3:50 pm  Maud Mandel

**HIST 454 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts**  
(DPE)

**Cross-listings:** ARTH 561  HIST 454

**Secondary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

**Expected Class Size:** 16

**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:**

ARTH 561  HIST 454  
(DPE)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

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**Spring 2023**
HIST 480 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: HIST 480 GBST 480 AFR 381

Primary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programing. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media’s role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

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:
HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques - both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

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.

Spring 2023

TUT Section: T1 TBA Alexander Bevilacqua

**INTR 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Primary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," Rockefeller Commission Report; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James


**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Primary Cross-listing**

Struggle; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01    W 1:10 pm - 3:50 pm    Joy A. James

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**JAPN 223 (S) Japanese Food Culture in a Global Context** (DPE)

**Cross-listings:** COMP 223 JAPN 223

**Primary Cross-listing**

The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**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:

COMP 223 (D1) JAPN 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01    Cancelled
JWST 430  (S)  Postcolonial Reparations: Trauma, History, and Memory after European Imperialism  (DPE) (WS)
Cross-listings:  JWST 430  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:
JWST 430  (D2) HIST 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 2023
SEM Section: 01   W 1:10 pm - 3:50 pm   Charlotte A. Kiechel

JWST 433  (F)  Colonialism and the Jews  (DPE) (WS)
Cross-listings:  HIST 433  JWST 433

Secondary Cross-listing
Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.
Requirements/Evaluation: Class participation; brief weekly writing on the readings; a final research paper written in stages, including two “research updates”; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

Prerequisites: None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History Majors and Jewish Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 433 (D2) JWST 433 (D2)

Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early “research updates” to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

Difference, Power, and Equity Notes: This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01  W 1:10 pm - 3:50 pm  Maud Mandel

LATS 222 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: ENGL 252 LATS 222

Primary Cross-listing

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2022
LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)

Cross-listings: LATS 232 ENGL 232

Primary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

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:

LATS 232 (D2) ENGL 232 (D1)

Difference, Power, and Equity Notes: This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

Attributes: LATS Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, The Cosmic Race by José Vasconcelos, The Cosmic Serpent by Jeremy Narby, Bird of Paradise: How I Became Latina by Raquel Cepeda, and The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives
### LATS 341  (S) Performing Masculinity in Global Popular Culture  (DPE)

**Cross-listings:** AMST 358  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 Asia (e.g., K-Pop), 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 will 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

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**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:

AMST 358 (D2) LATS 341 (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

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### LATS 344  (F) Marking Presence: Reading Disability in/to Latina/o/x Media  (DPE)

**Cross-listings:** WGSS 361  LATS 344  AMST 361

**Primary Cross-listing**

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia’s (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x 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 disability 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 disability 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 Latina/o/x 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 Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.
Enrollment Limit: 12
Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 361 (D2) LATS 344 (D2) AMST 361 (D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, 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

Fall 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

LATS 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)

Cross-listings: LATS 385 HIST 385

Secondary Cross-listing
Latinas/os/x’s have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group’s migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin—a context that again shaped both local and transnational activism. Students’ final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

Class Format: This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other’s work and to provide thoughtful and constructive feedback.

Requirements/Evaluation: Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 385 (D2) HIST 385 (D2)

Writing Skills Notes: Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

Difference, Power, and Equity Notes: This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.
LATS 410  (F)  Arquivistas: An Archival Storytelling Course  (DPE) (WS)
Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

Requirements/Evaluation: Assignments and in-class exercises; attendance; participation; peer review

Prerequisites: n/a

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested in the digital humanities; students who have met their other curricular requirements

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

Difference, Power, and Equity Notes: This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

Attributes: LATS 400-level Seminars

LATS 440  (F)  Contemporary Exhibitions: Los Angeles and Latin America  (DPE) (WS)

Cross-listings: ARTH 440  LATS 440

Secondary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalization and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art
criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 440 (D1) LATS 440 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: We Charge Genocide; Williams J. Maxwell, F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature; Chalmers Johnson, Blowback: The Costs and Consequences of American Empire; Hugh Wilford, The Mighty Wurli
ter: How the CIA Played America; "Part III Supervision and Control of the CIA," Rockefeller Commission Report; Malcolm X Speaks; Sam Greenlee, The Spook Who Sat By the Door; and, The Murder of Fred Hampton. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.
LEAD 226  (S) Aid, Arms, and Armies: The Politics of Intervention in Africa  (DPE)

Cross-listings:  PSCI 226  LEAD 226  GBST 226

Secondary Cross-listing
Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

Requirements/Evaluation:  Participation, Midterm, Final, 3 Short Response Papers
Prerequisites:  None
Enrollment Limit:  25
Enrollment Preferences:  Political Science majors and Leadership Studies 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:
PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

Difference, Power, and Equity Notes:  This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

Attributes:  POEC International Political Economy Courses  PSCI International Relations Courses

Spring 2023
LEC Section:  01  MR 1:10 pm - 2:25 pm  Elizabeth Iams Wellman

LEAD 254  (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)

Cross-listings:  AMST 254  HIST 254  LEAD 254

Secondary Cross-listing
This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities’ own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.

Requirements/Evaluation:  Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion
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 2022
LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

LEAD 324 (F) Migration Governance: A Global Perspective (DPE)

Cross-listings: GBST 321 PSCI 322 LEAD 324

Secondary Cross-listing

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the emigration governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

Requirements/Evaluation: Participation, 3 Short Response Papers, Research Paper (15 pages)

Prerequisites: PSCI 202 or PSCI 204 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 321 PSCI 322 LEAD 324

Difference, Power, and Equity Notes: This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.
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
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:

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (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 Comparative POEC/Public Policy Courses

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**Fall 2022**

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

**Spring 2023**

SEM Section: 01 TBA Catherine Robinson Hall

**MAST 352** (F)(S) American Maritime History (DPE) (WS)

**Cross-listings:** HiST 352 MAST 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 F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022
SEM Section: 01    MW 9:00 am - 10:15 am     Sofia E. Zepeda

Spring 2023
SEM Section: 01    MW 9:00 am - 10:15 am     Sofia E. Zepeda

MATH 308  (F)(S)  Mathematical and Computational Approaches to Social Justice  (DPE) (QFR)

Cross-listings: STS 363  WGSS 363  AMST 363  MATH 308

Primary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

Class Format: This is a research-based tutorial.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

Prerequisites: Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

Enrollment Limit: 20

Enrollment Preferences: Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D3) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

Difference, Power, and Equity Notes: Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022
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

MUS 125 (S) Music and Social Dance in Latin America  (DPE)

Cross-listings: MUS 125  DANC 125

Primary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation: Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size: 20
Grading: no pass/fail option, no fifth course option

Unit Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 125 (D1) DANC 125 (D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes: GBST Latin American Studies Electives MUS World Music/Ethnomusicology

Spring 2023
SEM Section: 01 MWF 11:00 am - 12:15 pm Corinna S. Campbell

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: MUS 177 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 in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

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:
MUS 177 (D1) WGSS 177 (D2)

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 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits
for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS World Music/Ethnomusicology

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

MUS 214  (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance   (DPE) (WS)

Cross-listings: MUS 214  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:

MUS 214 (D1) ARAB 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.
MUS 316 (F) Music in Asian American History (DPE) (WS)

Cross-listings: MUS 316 AMST 366

Primary Cross-listing

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski).

Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Students with curricular experience in Asian American history or music studies.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 316 (D1) AMST 366 (D2)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

PHIL 118 (F)(S) Meaning, Communication and Society (DPE) (WS)

The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have meanings. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

Requirements/Evaluation: Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm

Prerequisites: None

Enrollment Limit: 19
Enrollment Preferences: Preference given to first year students and philosophy majors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.

Difference, Power, and Equity Notes: This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

Attributes: Linguistics

Fall 2022

SEM Section: 01  TF 2:35 pm - 3:50 pm  Christian De Leon

Spring 2023

SEM Section: 01  TF 1:10 pm - 2:25 pm  Christian De Leon

PHIL 319 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)

Cross-listings: AFR 327  PHIL 319

Primary Cross-listing

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

Requirements/Evaluation: Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

Prerequisites: One prior 100 level philosophy course or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: Preference given to philosophy majors and Africana studies concentrators.

Expected Class Size: 10-15

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:
AFR 327 (D2) PHIL 319 (D2)

Difference, Power, and Equity Notes: Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

Attributes: PHIL History Courses

Fall 2022

SEM Section: 01  TF 1:10 pm - 2:25 pm  Shivani Radhakrishnan

PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)

Cross-listings: PHIL 321  WGSS 322

Primary Cross-listing

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy,
scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, we will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, modern political theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

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:
PHIL 321 (D2) WGSS 322 (D2)

Writing Skills Notes: The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Spring 2023
TUT Section: T1 Cancelled

PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336 PHIL 326

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

Class Format: I may use a seminar format at least twice during the semester.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (PPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.
Attributes: PHIL History Courses

Spring 2023
TUT Section: T1 TBA Jana Sawicki

PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)
Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.
Requirements/Evaluation: Tutorial papers and rewrites
Prerequisites: At least three PHIL courses, including at least one in moral philosophy.
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors, seniors, juniors in that order
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (PPE) (WS)

Writing Skills Notes: Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

Difference, Power, and Equity Notes: Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.
Attributes: PHIL Contemporary Value Theory Courses

Fall 2022
TUT Section: T1 TBA Steven B. Gerrard

PHILH 201 (S) Dimensions of Public Health (DPE)
Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises.
Requirements/Evaluation: two papers on a selected population or country and health issue, 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 2023

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 351 (F) Racism in Public Health (DPE)
In the face of a global pandemic and increased police brutality, states and counties across the nation 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 racism functions in the disciplines of biostatistics, epidemiology, social & behavioral sciences, health policy & management and environmental health sciences while also examining the dynamics of power and history in research and community practice. We will also 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 will most likely elicit uncomfortable and hard conversations about race and 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

Enrollment Limit: 10
Enrollment Preferences: Public Health concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

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: PHLH Social Determinants of Health

Fall 2022

TUT Section: T1  TBA  Marion Min-Barron

PSCI 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)
Cross-listings: REL 126  GBST 101  PSCI 126

Secondary Cross-listing
In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the ‘secular’ in Western thought and decolonial critique thereof. The second part will take a global
perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power--interact globally and in the USA.

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**PSCI 160 (F) Refugees in International Politics** (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** Ten essays: five lead, five response. The first two weeks’ essay grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, to be selected randomly from list of those enrolled.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In addition to writing every week, students will have a chance work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

**Attributes:** PSCI International Relations Courses

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**Fall 2022**

**LEC Section:** 01 TR 8:30 am - 9:45 am Farid Hafez

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**Fall 2022**

**TUT Section:** T1 TBA Cheryl Shanks
PSCI 220 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: ASIA 208 GBST 208 PSCI 220 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:

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (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 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

PSCI 221 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: We Charge Genocide; Williams J. Maxwell, F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature; Chalmers Johnson, Blowback: The Costs and Consequences of American Empire; Hugh Wilford, The Mighty Wurlitzer: How the CIA Played America; "Part III Supervision and Control of the CIA," Rockefeller Commission Report; Malcolm X Speaks; Sam Greenlee, The Spook Who Sat By the Door; and, The Murder of Fred Hampton. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)
This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022
TUT Section: T1 TBA Joy A. James

PSCI 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)

Cross-listings: PSCI 226 LEAD 226 GBST 226

Primary Cross-listing

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention—including military, humanitarian, and resource extraction—as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions—the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

Requirements/Evaluation: Participation, Midterm, Final, 3 Short Response Papers
Prerequisites: None
Enrollment Limit: 25
Enrollment Preferences: Political Science majors and Leadership Studies 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:
PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

Difference, Power, and Equity Notes: This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.
Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023
LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

PSCI 244 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: PSCI 244 GBST 243 REL 247

Secondary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course 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. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only 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. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.
Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematiciy, 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. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01  M 7:00 pm - 9:40 pm  Farid Hafez

PSCI 319  (F)(S)  Marine Policy  (DPE) (WS)

Cross-listings: MAST 351  ENVI 351  PSCI 319

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:
MAST 351 (D2) ENVI 351 (D2) PSCI 319 (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 Comparative POEC/Public Policy Courses

Fall 2022
SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023
SEM Section: 01 TBA Catherine Robinson Hall

PSCI 322 (F) Migration Governance: A Global Perspective (DPE)

Cross-listings: GBST 321 PSCI 322 LEAD 324

Primary Cross-listing

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the emigration governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

Requirements/Evaluation: Participation, 3 Short Response Papers, Research Paper (15 pages)

Prerequisites: PSCI 202 or PSCI 204 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

Difference, Power, and Equity Notes: This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba, and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara, *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

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**PSYC 349 (S) Psychology and Law** (DPE)

This course focuses on applications of psychology to the administration of justice. Drawing from the areas of social, personality, cognitive, and developmental psychology, we will look critically at the processes of criminal justice. We will compare the law's informal theories of human behavior with what psychologists know on the basis of empirical studies. We will cover a number of contemporary topics including police-civilian interactions, custodial interrogations, false confessions and guilty pleas, forensic evidence, deception detection, eyewitness identifications, alibi generation and corroboration, repressed and recovered memories, and jury selection and decision-making. We will also discuss methodological issues associated with conducting research in psychology and law. In the laboratory component of the course, students will design and conduct their own empirical research projects based on course readings and topics. These semester-long projects will be conducted collaboratively in pairs or teams.

**Class Format:** empirical lab course

**Requirements/Evaluation:** attendance and active class participation, several brief (1-2 page) reading response papers, (2-3) class presentations, written/oral project proposal (4-5 pages), participation empirical project (experiment design, data collection, data visualization, data analysis, interpretation), final APA-style research paper (15-20 pages), oral presentation of the research project

**Prerequisites:** PSYC 201 and either PSYC 242 or PSYC 221

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**Difference, Power, and Equity Notes:** We will explore the differing dynamics of power between legal actors and consider the psychological and structural factors that contribute to vulnerability, coercion, and inequality in the justice system. Through discussions of race, age, body, gender,
disability, and stigmatized identities, this course will encourage students to challenge assumptions of objectivity and fairness in our legal system.

**Attributes:** JLST Interdepartmental Electives  PSYC Area 4 - Social Psychology  PSYC Empirical Lab Course

Spring 2023

LAB Section: 02  R 1:00 pm - 4:00 pm  Stephanie A. Cardenas

SEM Section: 01  MWF 11:00 am - 12:15 pm  Stephanie A. Cardenas

**REL 126 (F) Religion, Politics, and Society: A Global Perspective**  (DPE)

**Cross-listings:** REL 126  GBST 101  PSCI 126

**Secondary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi’a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option,  yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01  TR 8:30 am - 9:45 am  Farid Hafez

**REL 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century**  (DPE)

**Cross-listings:** REL 166  AMST 166  COMP 166  ENGL 268

**Primary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an
analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

REL 204 (S) What is Islamic Art? (DPE) (WS)

Cross-listings: REL 204 ARTH 206

Secondary Cross-listing

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as “Islamic”? What are some key scholarly debates around the term “Islamic Art”? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term “Islamic art” and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

Requirements/Evaluation: focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors, Religion majors

Expected Class Size: 8

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 204 (D2) ARTH 206 (D1)

Writing Skills Notes: This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

Difference, Power, and Equity Notes: In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic 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.

Spring 2023
REL 232 (S) Islam in Africa (DPE)


Primary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST 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:

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 WGSS 242 ARAB 242

Primary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

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:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023
SEM Section: 01    MWF 8:30 am - 9:45 am     Saadia Yacoob

REL 247 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: PSCI 244 GBST 243 REL 247

Secondary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course 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. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only 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. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 244 GBST 243 REL 247 (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. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023
SEM Section: 01    M 7:00 pm - 9:40 pm     Farid Hafez

REL 264 (F) The Bible and Slavery (DPE)
Cross-listings: REL 264  AFR 264

Primary Cross-listing

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

Requirements/Evaluation: class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

Prerequisites: none, although a previous course on religion is recommended

Enrollment Limit: 15

Enrollment Preferences: Religion majors or at least one course in Religion

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:

REL 264 (D2) AFR 264 (D2)

Difference, Power, and Equity Notes: This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01    W 7:00 pm - 9:40 pm     Emerson B. Powery

REL 269  (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)

Cross-listings: REL 269 STS 269 ASIA 269 ANTH 269

Primary Cross-listing

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively—be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

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: 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:

REL 269 (D2) STS 269 (D2) ASIA 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 2022
TUT Section: T1    TBA     Kim  Gutschow

REL 295  (S)  Foundations of Confucian Thought  (DPE)  (WS)

Cross-listings:  REL 295  ASIA 215  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), the Mengzi (often romanized as "Mencius"), the writings of Xunzi, and the Classic of Filial Piety. 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 4 short papers (3-4 pages each), one longer final paper (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: 15

Grading: yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 295 (D2)  ASIA 215 (D1)  CHIN 215 (D1)

Writing Skills Notes: Writing will include 4 short papers (3-4 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 functioning in both beneficial and deleterious ways in society.

Spring 2023
SEM Section: 01    MWF 10:00 am - 10:50 am     Christopher M. B. Nugent

REL 358  (F)  Religion and Law  (DPE)

Cross-listings:  GBST 358  REL 358

Primary Cross-listing

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of
religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**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:**

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

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**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, midterms, and final exams

**Prerequisites:** none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

**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 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.

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**RLFR 107  (S) Advanced French: Formation and Transformation (DPE)**

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of formation (the French term that means at once education and training) and
personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one's own formation, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

Requirements/Evaluation: One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

Prerequisites: Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

Spring 2023

SEM Section: 01 MWF 12:00 pm - 12:50 pm Kathryn E Levine

RLFR 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: RLFR 216 WGSS 216

Primary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the Ancien Régime, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy as it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's Médée, Madame de la Fayette's Princesse de Clèves, Laclos's Liaisons dangereuses, and Isabelle de Charrière's Lettre à Mistress Henley.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

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:

RLFR 216 (D1) WGSS 216 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022
RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)

Cross-listings: RLFR 232 COMP 219

Primary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's Portrait d'une nègresse (1800) and discuss how France is using such works today to reckon with its history of discrimination.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

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:

RLFR 232 (D1) COMP 219 (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 in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

RLFR 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: RLFR 260 COMP 260

Primary Cross-listing

In this class we will read contemporary graphic novels and bandes dessinées from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. Conducted in French.

Requirements/Evaluation: weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022
SEM Section: 01   TR 11:20 am - 12:35 pm   Katarzyna M. Pieprzak

**RLFR 307 (F) Building Francophone Cities: Literature, Art and History** (DPE)

**Cross-listings:** RLFR 307 COMP 308

**Primary Cross-listing**
Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022
SEM Section: 01   TF 1:10 pm - 2:25 pm   Katarzyna M. Pieprzak

**RLFR 360 (S) Repairing a Broken World: Intro to North African Contemporary Art** (DPE)

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Primary Cross-listing**
How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation.
For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**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:**
- ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01  TR 11:20 am - 12:35 pm  Katarzyna M. Pieprzak

SEM Section: 02  TF 1:10 pm - 2:25 pm  Katarzyna M. Pieprzak

**RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

**Primary Cross-listing**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughedir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:**
- three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue” essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**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 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01  MW 11:00 am - 12:15 pm  Sophie F. Saint-Just

**RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)**

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of
their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. **Conducted in Spanish.**

**Requirements/Evaluation:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

**Prerequisites:** RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

**Attributes:** GBST Latin American Studies Electives  LATS Countries of Origin + Transnationalism Elect

**Fall 2022**

**SEM Section:** 01  TF 1:10 pm - 2:25 pm  Carlos Macías Prieto

**RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)**

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote—prose, poetry, and drama—and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. **Conducted in Spanish.**

**Requirements/Evaluation:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of
Spanish-American society through Sor Juana's texts.

Attributes: GBST Latin American Studies Electives  LATS Countries of Origin + Transnationalism Elect

Spring 2023
SEM Section: 01   TF 1:10 pm - 2:25 pm   Carlos Macias Prieto

RLSP 407  (F)  Gender, Race and Nature: Ecocritical Examinations of Latin American Culture  (DPE)
This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter Mignolo, and more.

Requirements/Evaluation: Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

Prerequisites: Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

Enrollment Limit: 19
Enrollment Preferences: Senior Spanish majors, then other interested students.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions:  (D1)  (DPE)

Difference, Power, and Equity Notes: This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.

Fall 2022
SEM Section: 01   MW 11:00 am - 12:15 pm   Jennifer L. French

RUSS 217  (S)  Indigeneity Today: Comparative Indigenous Identities in the US and Russia  (DPE) (WS)
Cross-listings:  RUSS 217  ANTH 217  GBST 219

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: Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

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: 10-12
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:

RUSS 217 (D1) ANTH 217 (D2) GBST 219 (D2)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and 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.

**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 2023

SEM Section: 01    MR 2:35 pm - 3:50 pm     Kamal A. Kariem

RUSS 348  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

**Cross-listings:** RUSS 348  SOC 348  GBST 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:

RUSS 348 (D1) SOC 348 (D2) GBST 348 (D2)

**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

Fall 2022

TUT Section: T1    TBA    Olga Shevchenko

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.

Requirements/Evaluation: Thoughtful and consistent participation, reading responses, and a final project and presentation

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. To familiarize themselves with the practice of sociology, students will sketch a research program that looks beyond individual-level explanations to address a social phenomena or social problem of interest.

Fall 2022
LEC Section: 02 MR 2:35 pm - 3:50 pm Phi H. Su
LEC Section: 01 TR 9:55 am - 11:10 am Ben Snyder

Spring 2023
LEC Section: 01 TR 9:55 am - 11:10 am Olga Shevchenko

SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 SOC 228

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: 20

Enrollment Preferences: Anthropology and Sociology majors

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 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 2023
SEM Section: 01  MR 1:10 pm - 2:25 pm  Ben Snyder

SOC 230 (S) Memory and Forgetting (DPE)
Cross-listings: AMST 233 SOC 230
Primary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even “individual” memories take shape through social frameworks, and we also remember “collectively” through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart—forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of “cosmopolitan” or “transcultural” forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 233 (D2) SOC 230 (D2)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023
SEM Section: 01  Cancelled

SOC 252 (S) Im/mobilities (DPE) (WS)
Cross-listings: AMST 252 SOC 252
Primary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move—or to stay still.
Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 252 (D2) SOC 252 (D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023
SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

SOC 262 (S) Paper Trails (DPE)

Cross-listings: GBST 262 SOC 262 STS 262

Primary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology 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 262 (D2) SOC 262 (D2) STS 262 (D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023
SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su
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)

Fall 2022

SEM Section: 01  TF 1:10 pm - 2:25 pm  Phi H. Su
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 358 (D2) LATS 341 (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

Spring 2023
SEM Section: 01  W 7:00 pm - 9:40 pm  Gregory C. Mitchell

**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference**  (DPE) (WS)

**Cross-listings:** RUSS 348  SOC 348  GBST 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:
RUSS 348 (D1) SOC 348 (D2) GBST 348 (D2)

**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

Fall 2022
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; weekly journal entries (1-2 pages each); collaboratively designed experiential learning project; and a final paper (6-8 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 2023

**SEM Section:** 01 Cancelled

**STS 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 ENGL 208 AMST 206

**Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with—or exploit—the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm—a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 208 (D2) STS 208 (D2) ENGL 208 (D1) AMST 206 (D2)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.
STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

**Cross-listings:** STS 229 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:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**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 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 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

STS 231 (S) Africa and the Anthropocene (DPE)

**Cross-listings:** STS 231 ENVI 231 AFR 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, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 231 (D2) ENVI 231 (D2) AFR 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: ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

STS 262 (S) Paper Trails (DPE)

Cross-listings: GBST 262 SOC 262 STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold—when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology 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 262 (D2) SOC 262 (D2) STS 262 (D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASIA 269 ANTH 269
This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively—be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 helped us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

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: 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:
REL 269 (D2) STS 269 (D2) ASIA 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 2022
TUT Section: T1 TBA Kim Gutschow

STS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)
Cross-listings: STS 363 WGSS 363 AMST 363 MATH 308

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

Class Format: This is a research-based tutorial.
Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.
Prerequisites: Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.
Enrollment Limit: 20
Enrollment Preferences: Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 363 (D2) WGGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

Difference, Power, and Equity Notes: Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022
TUT Section: T1 TBA Chad M. Topaz

Spring 2023
TUT Section: T1 TBA Chad M. Topaz

STS 370 (F) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: WGGSS 371 ANTH 371 STS 370

Secondary Cross-listing
This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

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: 20

Enrollment Preferences: Majors in Anthropology, Sociology, WGGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 20

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:
WGGSS 371 (D2) ANTH 371 (D2) STS 370 (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 WGGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
STS 413 (S) Feminist Technoscience  (DPE)

Cross-listings: WGSS 413  STS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? 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 essay (12-15 pages + 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:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist and Critical 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

Spring 2023

THEA 301 (S) Performing Archives: From Research to Adaptation  (DPE)

This course introduces students to methods of historical research and creative adaptation in the global archives of performance and theatre. 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 dramaturg and performance 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. Then, examining how select historical sources and materials been taken up--adapted, appropriated, recycled, or re-appropriated--by contemporary artists, students will themselves work towards the creation, development, and performance of their own artistic approaches to the historical archive. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they have 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. Students will be required to present and share their creative responses to the material studied in the course.

Requirements/Evaluation: active participation in class; a midterm creative adaptation project and accompanying "dramaturgy casebook";
participation as discussion leader for one class; a final creative adaptation or performance project and accompanying "dramaturgy casebook."

**Prerequisites:** Theatre 101 or 201, or by written permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 14

**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 dominant sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as 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 2023

STU Section: 01    T 11:20 am - 12:35 pm R 11:20 am - 12:50 pm   Amy S. Holzapfel

THEA 304  (F)  The Gay Menagerie: Gay Male Subcultures  (DPE)

**Cross-listings:** WGSS 305  ANTH 305  AMST 305  THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses
THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 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 (e.g., K-Pop), 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

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

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:
AMST 358 (D2) LATS 341 (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

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

THEA 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)

Cross-listings: THEA 402 WGSS 402 AMST 402 AFR 329

Secondary Cross-listing

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

Requirements/Evaluation: in-class discussion, short weekly posts, class presentation, final project

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 12

Enrollment Preferences: senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 402 (D1) WGSS 402 (D2) AMST 402 (D2) AFR 329 (D2)
Writing Skills Notes: Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Spring 2023
SEM Section: 01  W 1:10 pm - 3:50 pm  Kelly I. Chung

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 2022
SEM Section: 02  TR 8:30 am - 9:45 am  Kiaran Honderich
SEM Section: 01  MR 1:10 pm - 2:25 pm  Greta F. Snyder

Spring 2023
SEM Section: 02  TR 8:30 am - 9:45 am  Marshall Green
SEM Section: 01  MR 1:10 pm - 2:25 pm  Greta F. Snyder

WGSS 105  (F)(S)  American Girlhoods  (DPE) (WS)
Cross-listings: WGSS 105  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.

Attributes: AMST Arts in Context Electives

Fall 2022

SEM Section: 01  MR 2:35 pm - 3:50 pm  Kathryn R. Kent

Spring 2023

SEM Section: 01  MW 7:00 pm - 8:15 pm  Kathryn R. Kent

WGSS 113  (F)  The Feminist Poetry Movement  (DPE)  (WS)

Cross-listings: ENGL 113  AMST 113  WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), discussion posts, 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:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives  ENGL Criticism Courses  EXPE Experiential Education Courses  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

Fall 2022
SEM Section: 01    TR 8:30 am - 9:45 am     Bethany Hicok

WGSS 177  (S)  Gender and Sexuality in Music  (DPE)

Cross-listings: MUS 177  WGSS 177
Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

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:
MUS 177 (D1) WGSS 177 (D2)

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

Fall 2022
SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

Spring 2023
SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

WGSS 208 (S) Designer Genes (DPE)

Cross-listings: WGSS 208 STS 208 ENGL 208 AMST 206

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book The Mutant Project. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary In the Family, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel Dawn explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film Gattaca shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.
**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 208 (D2) STS 208 (D2) ENGL 208 (D1) AMST 206 (D2)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**WGSS 211 (F) Gender in the Global Economy (DPE)**

**Cross-listings:** WGSS 211 ECON 105

**Primary Cross-listing**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major.

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kiaran Honderich
Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the Ancien Régime, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy in relation to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings include Corneille's Médée, Madame de la Fayette's Princesse de Clèves, Laclos's Liaisons dangereuses, and Isabelle de Charrière's Lettre à Mistriss Henley.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

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:
RLFR 216 (D1) WGSS 216 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 WGSS 242 ARAB 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14
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:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023
SEM Section: 01    MWF 8:30 am - 9:45 am     Saadia Yacoob

WGSS 301  (F) Sexual Economies  (DPE)

Cross-listings: ANTH 301  WGSS 301  AMST 334

Primary Cross-listing
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022
SEM Section: 01    MW 7:00 pm - 8:15 pm     Gregory C. Mitchell

WGSS 305  (F) The Gay Menagerie: Gay Male Subcultures  (DPE)

Cross-listings: WGSS 305  ANTH 305  AMST 305  THEA 304

Primary Cross-listing
Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories),
and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

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.
WGSS 311 (F) Trans Film and Media (DPE)

Cross-listings: AMST 364  WGSS 311

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 (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:

AMST 364 (D2) WGSS 311 (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 2022

SEM Section: 01  W 1:10 pm - 3:50 pm  Abram J. Lewis

WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)

Cross-listings: PHIL 321  WGSS 322

Secondary Cross-listing

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the “struggles and wishes of the age” as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, we will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature,
white supremacy, patriarchy and colonialism.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, modern political theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

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:
PHIL 321 (D2) WGSS 322 (D2)

Writing Skills Notes: The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Spring 2023
TUT Section: T1 Cancelled

WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)

Cross-listings: ENGL 302 AMST 310 WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Requirements/Evaluation: short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 302 (D1) AMST 310 (D2) WGSS 330 (D2)
**Difference, Power, and Equity Notes**: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes**: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

**Spring 2023**

**SEM Section: 01** MR 2:35 pm - 3:50 pm Bethany Hicok

**WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850** (DPE)

**Cross-listings**: HIST 332 WGSS 331

**Secondary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format**: This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation**: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites**: None; open to all students.

**Enrollment Limit**: 25

**Enrollment Preferences**: Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size**: 15-20

**Grading**: no pass/fail option, yes fifth course option

**Distributions**: (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit**:

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes**: "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes**: HIST Group C Electives - Europe and Russia

**Fall 2022**

**SEM Section: 01** MR 1:10 pm - 2:25 pm Chris Waters

**WGSS 332 (S) Gender, Sexuality & Disability** (DPE)

**Cross-listings**: AMST 369 WGSS 332
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:

AMST 369 (D2) WGSS 332 (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 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

WGSS 336 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336 PHIL 326

Secondary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

Class Format: I may use a seminar format at least twice during the semester.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.
**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

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**WGSS 342 (F) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341 WGSS 342

**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 Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, 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

Fall 2022
SEM Section: 01    MR 1:10 pm - 2:25 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 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm    Greta F. Snyder

WGSS 347  (S)  Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings:  AMST 358  LATS 341  THEA 341  WGSS 347  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 raced, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), 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

Enrollment Limit:  20
Enrollment Preferences: a short statement of interest will be solicited

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:

AMST 358 (D2) LATS 341 (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

Spring 2023

SEM Section: 01  W 7:00 pm - 9:40 pm  Gregory C. Mitchell

WGSS 361  (F)  Marking Presence: Reading Disability in/into Latina/o/x Media  (DPE)

Cross-listings: WGSS 361  LATS 344  AMST 361

Secondary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x 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 disability 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 disability 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 Latina/o/x 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 Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 361 (D2) LATS 344 (D2) AMST 361 (D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, 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

Fall 2022

SEM Section: 01  MR 2:35 pm - 3:50 pm  Maria Elena Cepeda

WGSS 363  (F)/(S)  Mathematical and Computational Approaches to Social Justice  (DPE) (QFR)
Civil rights activist, educator, and investigative journalist Ida B. Wells said that “the way to right wrongs is to shine the light of truth upon them.” In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantitative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

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**WGSS 371 (F) Campus and Community Health in Disruptive Times** (DPE) (WS)

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**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:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI
Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (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

Fall 2022

SEM Section: 02 Cancelled
SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

WGSS 395 (F) Black Reparations Within/Beyond Borders (DPE)

Cross-listings: AFR 395 WGSS 395 ENVI 395 GBST 395

Secondary Cross-listing

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, activist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze ‘geographies of Black struggle’, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrollment, preference to AFR, GBST and HIST students

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:

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

Difference, Power, and Equity Notes: This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.
WGSS 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)
Cross-listings: THEA 402 WGSS 402 AMST 402 AFR 329
Secondary Cross-listing
This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx’s emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.
Requirements/Evaluation: in-class discussion, short weekly posts, class presentation, final project
Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS
Enrollment Limit: 12
Enrollment Preferences: senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
THEA 402 (D1) WGSS 402 (D2) AMST 402 (D2) AFR 329 (D2)
Writing Skills Notes: Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.
Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.
Attributes: WGSS Theory Courses

Spring 2023
SEM Section: 01 W 1:10 pm - 3:50 pm  Kelly I. Chung

WGSS 413 (S) Feminist Technoscience (DPE)
Cross-listings: WGSS 413 STS 413
Secondary Cross-listing
Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? 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 essay (12-15 pages + 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:

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist and Critical 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

Spring 2023

SEM Section: 01 Cancelled