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

**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 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

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

**Enrollment Limit:** 15

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

**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:**

AFR 104 (D2) HIST 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.
made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives  GBST African Studies Electives  HIST Group A Electives - Africa

Spring 2022
SEM Section: 01  TR 9:55 am - 11:10 am  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

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 2022
SEM Section: 01  MW 11:00 am - 12:15 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.

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

---

**AFR 203  (F)  The Making of Modern Africa  (DPE)**

**Cross-listings:** AFR 203  HIST 205

**Secondary Cross-listing**

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa’s post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and a 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, yes fifth course option
Distributions:  (D2)  (DPE)

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

AFR 203 (D2)  HIST 205 (D2)

Difference, Power, and Equity Notes: This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

Attributes:  AFR Core Electives  GBST African Studies Electives  HIST Group A Electives - Africa

Fall 2021
LEC Section: 01    TR 11:20 am - 12:35 pm    Benjamin Twagira

AFR 209  (F)(S)  Introduction to Racial Capitalism  (DPE)  (WS)

Cross-listings:  AMST 202  AFR 209

Secondary Cross-listing

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.


Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

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

Distributions:  (D2)  (DPE)  (WS)

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

AMST 202  (D2)  AFR 209  (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Attributes:  AMST Comp Studies in Race, Ethnicity, Diaspora  GBST Economic Development Studies Electives
AFR 217 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 INTR 219 WGSS 219 AMST 217 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

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: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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,
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 2022
SEM Section: 01  MR 2:35 pm - 3:50 pm  Brittany Meché

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

Cross-listings: REL 237  AFR 237  AMST 237

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

Requirements/Evaluation:  regular reading responses, midterm essay, final exam/essay

Prerequisites: none

Enrollment Limit: 20

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

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 237 (D2)  AFR 237 (D2)  AMST 237 (D2)

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2022
SEM Section: 01  MW 11:00 am - 12:15 pm  Zaid Adhami

AFR 270  (F)  Sport and the Global Color Line  (DPE)

Cross-listings: HIST 270  LEAD 270  AFR 270

Secondary Cross-listing
Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will
examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

**Prerequisites:** None.

**Enrollment Limit:** 40

**Enrollment Preferences:** Open to all students with completion of course admission survey if overenrolled.

**Expected Class Size:** 25

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

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

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

HIST 270 (D2) LEAD 270 (D2) AFR 270 (D2)

**Difference, Power, and Equity Notes:** This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

---

**Fall 2021**

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

**AFR 304  (S)  A History of Health and Healing in Africa  (DPE)**

**Cross-listings:** HIST 305 AFR 304 GBST 305

**Secondary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

**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:** 25

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

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

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

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa
AFR 331  (F) Black Masculinities  (DPE)

Cross-listings: AMST 350  ENGL 375  AFR 331  WGSS 318

Secondary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

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 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

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

Fall 2021

AFR 339  (S) The Banlieue in Literature, Music, and Film  (DPE) (WS)

Cross-listings: RLFR 300  COMP 336  AFR 339

Secondary Cross-listing
The banlieue looms large in the French collective imagination. From its origins in medieval law, the term banlieue at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"—as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the banlieue in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film La haine, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the banlieue reimagining and reframing the banlieue? What do current depictions of banlieues in the French media tell us about the State, French politics, and the state of French politics? What do "banlieue films" and "banlieue lit" tell us about the banlieue? In this course, conducted in French, we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Requirements/Evaluation: 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).
**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students, Africana and Comparative literature students

**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:*

RLFR 300 (D1) COMP 336 (D1) AFR 339 (D2)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

**Attributes:** FMST Core Courses

---

### Spring 2022

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

**Course:** AFR 346  
**Title:** Modern Brazil  
**Prefix:** (DPE)

**Cross-listings:** AFR 346  HIST 346

**Secondary Cross-listing**

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

**Class Format:** discussion

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

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Latino/a Studies concentrators

**Expected Class Size:** 20-25

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

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

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

AFR 346 (D2) HIST 346 (D2)

**Difference, Power, and Equity Notes:** The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention

**Attributes:** GBST Latin American Studies Electives  HIST Group D Electives - Latin America + Caribbean  LATS Countries of Origin + Transnationalism Elect
AFR 347 (F) (De)colonial Ecologies (DPE) (WS)

Cross-listings: AFR 347 AMST 332 ENVI 332

Secondary Cross-listing

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.


Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

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:
AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Attributes: ENVI Humanities, Arts + Social Science Electives

AFR 349 (S) Race, Development, and Food Sovereignty (DPE) (WS)

Cross-listings: AFR 349 ENVI 349 AMST 342

Secondary Cross-listing

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize
students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.


Prerequisites:  AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit:  15

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:

AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

Writing Skills Notes:  One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes:  The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Spring 2022
SEM Section: 01  TF 2:35 pm - 3:50 pm  Hossein Ayazi

AFR 367 (S) 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 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
Enrollment Limit: 25
Enrollment Preferences: HIST and AFR majors
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.

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

Spring 2022
SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

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 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 2021
TUT Section: T1   TBA   Benjamin Twagira

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.

Fall 2021
SEM Section: 01    MR 2:35 pm - 3:50 pm   Jan Padios
Spring 2022
SEM Section: 01    MWF 8:30 am - 9:45 am   Cassandra J. Cleghorn

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

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

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

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

Attributes: AMST Arts in Context Electives

Fall 2021
SEM Section: 01    MW 8:25 pm - 9:40 pm     Kathryn R. Kent

Spring 2022
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

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

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: 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 2021

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

AMST 125  (S) Introduction to Asian American Studies  (DPE)
This course covers topics and approaches salient to contemporary Asian American Studies as an interdisciplinary field of scholarship and activism. Drawing on primary source documents, scholarship, visual media, and creative work, we will look at cross-racial solidarity and organizing, anti-Asian exclusion and xenophobia, war and refugee communities, public and mental health, and immigration histories and experiences. We will ground our inquiry in the social movements from which the field emerged in the late-1960s and 1970s, then move on to address foundational terms for Asian American and Pacific Islander scholars, such as race, bodies, citizenship, empire, transnationalism, and Indigeneity. Throughout the course we will stay attentive to overlapping histories between Asian American and Native, Indigenous, Black, and Latinx people and communities. Students will also have a number of opportunities to practice analytic writing, do creative work, engage in personal reflection, and participate in community building.

Requirements/Evaluation: Weekly: an average of 75 pages of reading (or watch a film), participate in class discussions. 5x per semester: 2-page writing or creative assignments, including letter writing, conduct an interview, analyzing a passage from a historical document, or close read a scene from a film or story. Final: A 5-7-page final paper, small group project, or individual project.
Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences: If over enrolled: first-year students, AMST majors, or graduating students without prior experience with the topic
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course defines "Asian" and "Asian American" as categories of social difference created through historical conditions (e.g. migration, imperialism) that change over time. These terms also refer to forms of personhood with racial, national, and ethnic meaning determined by unequal distribution of power and resources. Students in the course are asked to understand, engage, and articulate these differences, historical, and social process.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2022

SEM Section: 01    MR 2:35 pm - 3:50 pm     Jan Padios

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 2021
SEM Section: 01    TR 9:55 am - 11:10 am     Zaid Adhami

AMST 200  (S) Ethnographic Directions in American Studies  (DPE)
This course introduces students to the practice and politics of ethnography, broadly defined as the study and representation of people, culture, and society. Our approach will be post-positive and interpretive, with attention to the social stakes of ethnographic research and methodology writ large.
We begin the semester by looking at the history of ethnographic methodologies in anthropology and sociology, and then examine efforts to decolonize ethnography. We then read several examples of decolonial, feminist, or otherwise critical ethnographic research related to marginalized or minoritized groups in the U.S. -- such as undocumented migrants from Latin America, formerly unhoused Black girls, Diné fighting resource extraction on the reservation, and Cambodian refugees in the Bronx -- along with articles that illuminate issues of power, observation, consent, and representation in ethnographic research. Through readings, discussion, and engagement in ethnographic exercises, students will gain familiarity with the different phases or components of conducting ethnographic research, while also considering different styles of ethnographic production, including creative work. While this course is designed to look specifically at ethnographic directions that intersect with the interdisciplinary field of American Studies, it is open to any student interested in the study of pressing social issues (such as the prison-industrial complex, refugee resettlement, and drug addiction) and creating communities of mutual care and solidarity for surviving, fighting, and quite possibly, solving them.
Requirements/Evaluation: Weekly: Average 75 pages of reading; participation in class discussions. Every 3-4 weeks: research assignments. Once per semester: group presentation. End of semester: one 5-page paper.
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Enrollment preferences if over enrolled: AMST majors, students seeking methods courses
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course covers ethnographic approaches to understanding social relations and cultural processes, with particular attention to scholarship in which power relations; structural analysis; and race and gender are central.
Attributes: AMST Space and Place Electives

Spring 2022
SEM Section: 01    MR 1:10 pm - 2:25 pm     Jan Padios

AMST 202  (F)(S) Introduction to Racial Capitalism  (DPE) (WS)
Cross-listings: AMST 202  AFR 209
Primary Cross-listing
The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial
capitalism”—which rejects treatments of race (and racism) as external to the so-called real workings of capitalism—as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and “Coolie” labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Requirements/Evaluation:

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Economic Development Studies Electives

Fall 2021
SEM Section: 01 TF 1:10 pm - 2:25 pm Hossein Ayazi
Spring 2022
SEM Section: 01 TF 1:10 pm - 2:25 pm Hossein Ayazi

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

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: Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

Prerequisites: none

Enrollment Limit: 19

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

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

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)—written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next.

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 2022

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

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

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to theories of difference and power, such as critical race, postcolonial, Indigenous, and queer theories. The aim of the course is to establish the skills and frameworks needed to think about how these categories and theories interact, overlap, and constitute one another.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2021
SEM Section: 01 TR 11:20 am - 12:35 pm Eli Nelson

AMST 217 (F) Women and Girls in (Inter)National Politics (DPE)
Cross-listings: AFR 217 INTR 219 WGSS 219 AMST 217 LEAD 219
Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.
Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and seniors, sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)
Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2021
TUT Section: T1 TBA Joy A. James

AMST 237 (S) Islam in the United States: Race, Religion, Politics (DPE)
Cross-listings: REL 237 AFR 237 AMST 237
Secondary Cross-listing
Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of “Black Muslim” movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, comics, documentaries, films, historical primary-source documents, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.
**Requirements/Evaluation:** regular reading responses, midterm essay, final exam/essay

**Prerequisites:** none

**Enrollment Limit:** 20

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

**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 237 (D2) AFR 237 (D2) AMST 237 (D2)

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

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

Spring 2022

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

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

**Cross-listings:** COMP 242 ENGL 250 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 and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

**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

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

**Cross-listings:** HIST 265  ENVI 246  AMST 245  

**Secondary Cross-listing**

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

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 19

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

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

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

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

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

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora  ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  HIST Group F Electives - U.S. + Canada  PHLH Nutrition, Food Security + Environmental Health

---

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

**Cross-listings:** THEA 246  GBST 246  AMST 249

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores, juniors, and seniors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 246 (D1) GBST 246 (D2) AMST 249 (D2)

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

Fall 2021
SEM Section: 01    W 1:10 pm - 3:50 pm     Shanti Pillai

AMST 260 (F) Indigenous Feminisms (DPE)
Cross-listings: AMST 260  WGSS 262
Primary Cross-listing

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices ‘make a future’ (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

Class Format: Hybrid online/in-person
Requirements/Evaluation: Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: American Studies majors or potential majors have first preference, WGSS majors have next priority.

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 260 (D2) WGSS 262 (D2)

Difference, Power, and Equity Notes: This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.
Attributes: AMST Critical and Cultural Theory Electives

Fall 2021
SEM Section: 01    TR 9:55 am - 11:10 am     Margaux L Kristjansson

AMST 305 (S) The Gay Menagerie: Gay Male Subcultures (DPE)
Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of “fabulousness and faggotry,” the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating “preferences,” genealogies of BDSM and leather culture, sexual health and discourses of “risk,” the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

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

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

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

ANTH 305 (D2) WGSS 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.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses
**Writing Skills Notes:** Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student’s revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

**Attributes:** AFR Core Electives  AMST Critical and Cultural Theory Electives  PHIL Contemporary Value Theory Courses  PSCI Political Theory Courses

Spring 2022

SEM Section: 01  M 7:00 pm - 9:40 pm  Joy A. James

**AMST 321 (F) Unsettled Futures: Time, Crisis, and Science Fiction from the Margins**  (DPE)

**Cross-listings:** AMST 321  STS 321

**Primary Cross-listing**

Societies around the globe are now confronting a triple crisis that threatens not only political orders but also the very existence of certain forms of life: (1) financial collapse(s) that have increased the awareness and severity of mass inequality, (2) climate change and mass extinctions, and (3) the rise of white supremacy and ethno-nationalisms that threaten BIPOC lives and representative democracies. These material and political challenges have depleted many of the cultural resources that enable imagining non-apocalyptic futures. Yet, these crises are not novel. Many groups in the periphery--geographic, economic, and cultural--were and are already living through the uneven distribution of the apocalypse. Science fiction (SF) has emerged as a privileged symbolic field for the expression of hopes and anxieties that drive both culture and tech industries. Whether seen as a form of productive pessimism or liberatory theory, SF from the margins is deployed as a political tool for enacting change in the present. In this course, we will survey the history of SF as a variable and theoretical orientation constituted through the unfolding of uneven global encounters. We will analyze SF in the Cold War, Anthropocene, decolonization movements, and postcolonial and Indigenous landscapes, reading major works in SF and science and technology studies (STS) that address the politics of crisis, apocalypse, and global futures. In addition to novels and short stories, this course will incorporate film, graphic novels, music videos, video games, and other science fiction subgenres.

**Requirements/Evaluation:** Class discussion, approximately 10 pages of creative writing, 5 page analysis paper of your classmate's creative writing, final paper or project (5-8 page paper or equivalent)

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who have taken American Studies 101 and/or Science and Technology Studies 101

**Expected Class Size:** 15

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

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

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

**AMST 321 (D2) STS 321 (D2)**

**Difference, Power, and Equity Notes:** This course examines the racial, ethnic, gendered, and sexed dimensions of science fiction and traces how marginalized people have imagined the future amidst an atemporal and unfolding apocalypse. Students will work with postcolonial, Indigenous, queer, and critical race media concerning the future, and will gain the skills needed to read political orders and crises through the lens of the margin.

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

Fall 2021

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

**AMST 332 (F) (De)colonial Ecologies**  (DPE)  (WS)

**Cross-listings:** AFR 347  AMST 332  ENVI 332
Primary Cross-listing

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.


Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

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:

AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2021

SEM Section: 01 TF 2:35 pm - 3:50 pm Hossein Ayazi

AMST 342 (S) Race, Development, and Food Sovereignty (DPE) (WS)

Cross-listings: AFR 349 ENVI 349 AMST 342

Primary Cross-listing

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied
practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The
course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key
period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while
attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift
to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

Prerequisites: AMST 101, AFR 200, and/or ENVI 101
Enrollment Limit: 15
Enrollment Preferences: AMST, AFR, ENVI
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from
professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from
professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical
feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to
understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of
liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic,
and social categories of governance and systems of dispossession and exploitation.

Spring 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm Hossein Ayazi

AMST 350 (F) Black Masculinities (DPE)
Cross-listings: AMST 350 ENGL 375 AFR 331 WGSS 318

Secondary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present.
This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and
constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as:
How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing
practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people
undermined these narratives and redefined themselves? How do racial stereotypes about Black men¿s sexuality inform representations of Black
masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which
masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of
media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors
Expected Class Size: 14
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 engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

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

---

**AMST 351  (F) Queer Tongues & Lavender Linguistics**  (DPE)

**Cross-listings:** ANTH 350  AMST 351  WGSS 350

**Secondary Cross-listing**

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA “change charts.” We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called “gay voice,” the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists’ ethnographies of queer communities’ language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

**Requirements/Evaluation:** IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**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 350 (D2) AMST 351 (D2) WGSS 350 (D2)

**Difference, Power, and Equity Notes:** This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

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

---

**AMST 352  (S) Global Health in the Transpacific**  (DPE)

**Cross-listings:** AMST 352  ASIA 352  STS 311

**Secondary Cross-listing**

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the
The linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia’s claim of “viral sovereignty” to protect their biological specimens from Western intellectual property regimes and Hmong refugees’ resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

Requirements/Evaluation: Reading responses, two short review essays, and one seminar paper

Prerequisites: Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

Enrollment Limit: 12

Enrollment Preferences: Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 352 (D2) ASIA 352 (D2) STS 311 (D2)

Difference, Power, and Equity Notes: This course examines the inequalities that shape global health interventions.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Shoan Yin Cheung

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

Cross-listings: STS 353 AMST 353

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)
Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

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

Spring 2022

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

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

Cross-listings:  HIST 381  AMST 381

Secondary Cross-listing

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

Requirements/Evaluation: two-5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: If the class is over-enrolled, History majors will be given preference.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 381 (D2) AMST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present. In the Spring of 2022, History majors may take this course for 400-level seminar credit with permission from the instructor. The workload will be increased for those students.

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

Spring 2022

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

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

Cross-listings:  ASIA 384  AMST 384  HIST 384

Secondary Cross-listing

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

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 384 (D2) AMST 384 (D2) HIST 384 (D2)

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

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

Fall 2021

LEC Section: 01 MR 2:35 pm - 3:50 pm Scott Wong

**AMST 401 (S) Policing Nations: Indigenous Nations and the Carceral State** (DPE)

This course examines the birth of the prison on Indigenous lands - how the settler carceral state emerged from the legal and political architectures of conquest as well as from Transatlantic slavery. It examines the continuities between the prison, the reservation, the barracks, the plantation, Boarding Schools and foster homes as modes of incarcerating Indigenous life and movements for liberation. To do so, we will be engaging with Indigenous legal theory, movements, and writings on the carceral state, including writings from incarcerated Indigenous intellectuals, Boarding School and foster care survivors, and feminists. Our approach will be rooted in the interdisciplinary practices of Native American and Indigenous Studies, American Studies, legal studies and political theory. This course strives to provide a history of the present through examining the relations, structuring presuppositions, discourses and material edifices of conquest and genocide on Turtle Island and for Indigenous nations in settler states across the globe. We will end by thinking with Indigenous feminist mappings of abolition and futures beyond the prison house of the settler state. The pedagogical aims of this course will be to illustrate the role of conquest, anti-Indigeneity and settler law in producing the contemporary prison system, and to introduce students to the broad canon of Indigenous legal theory and Indigenous legal traditions that do not proceed from carceral premises. It will aim to facilitate skills in primary source analysis, in proficiency with legal theory, in independent research, and critical analysis of different forms of the carceral state.

**Requirements/Evaluation:** Final Paper: 40%; Weekly Reading Responses 30%; Participation 10%; Seminar Presentations: 20%

**Prerequisites:** At least one of the following: AFRI 234; AMST/AFR 209; AFRI 210; AFR 318: AMST 142: AMST 146; AMST 260; INTR 220/AMST 201; INTR 320/LEAD 319; AMST 356; PSCI 210; INTR/AFR 340

**Enrollment Limit:** 25

**Enrollment Preferences:** AMST Majors;

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This course centers upon the ways that the power is exercised through the prison industrial complex (PIC), education and child protective systems, particularly as it pertains to the way this power has impacted Native American communities, people and nations; it is concerned with understanding the roots of social difference and how Indigenous activists have confronted these institutions.

**Attributes:** AMST 400-level Senior Seminars JLST Interdepartmental Electives

Spring 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Margaux L Kristjansson

**AMST 404 (F) New Works in Asian American Studies** (DPE)

In this seminar, we will consider recent and/or recently intensifying debates, conversations, and intellectual directions in Asian American Studies. Topics may include white settler colonialism; indigeneity, the Pacific, and the transpacific; refugee experiences; media, including video games; political participation, conservatism, and religion; affirmative action; sexual violence; mental health; and comparative and relational racialization. We will also consider some new works of Asian American film and literature, and the criticism it generates. Course material will focus on scholarship that critically engage race, gender, sexuality, indigeneity, and/or disability as key terms. Students will be asked to develop a final project or paper based on one of the topics or books covered in the course. Students will gain an understanding of the field's recent concerns but also become familiar with the broader political, social, and cultural contexts from which they emerge.

**Requirements/Evaluation:** In-class participation, weekly papers, one in-class presentation of the reading, final paper (10-12 pages of scholarly work or criticism) or final project (interview with an author or art work may be an option)

**Prerequisites:** AMST125 (Introduction to Asian American Studies) or equivalent from another unit e.g. WGSS
Enrollment Limit: 12

Enrollment Preferences: Senior American Studies majors; juniors or seniors with demonstrated interest in Asian American Studies (especially previous coursework)

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is organized around Asian American scholarship that foregrounds systems of power and hierarchies of identity. Students will consider how Asian American experiences throughout the history of the U.S. are shaped by uneven and often unjust processes, such as war or economic liberalism, and aspects of identity, such as race, indigeneity, gender/sexuality, class, and religion.

Attributes: AMST 400-level Senior Seminars

Fall 2021

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

AMST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

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

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

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

HIST 468 (D2) AMST 468 (D2)

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

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

Fall 2021

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

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

Is there such a thing as "human nature"? 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.

Fall 2021
LEC Section: 01 MW 11:00 am - 12:15 pm Peter Just

Spring 2022
LEC Section: 01 TR 11:20 am - 12:35 pm Joel Lee

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 2022
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 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 2021

TUT Section: T1 TBA Kim Gutschow

ANTH 305 (S) The Gay Menagerie: Gay Male Subcultures (DPE)

Cross-listings: ANTH 305 WGSS 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:
ANTH 305 (D2) WGSS 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

Spring 2022
SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

ANTH 337 (F) Race, Sex & Gender in Brazil (DPE)
Cross-listings: ANTH 337 WGSS 337
Secondary Cross-listing
The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country’s unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women’s equality such as Brazil’s abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: Students must also commit to registering for a winter study travel course with a trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.
Requirements/Evaluation: research paper and its various components, participation
Prerequisites: none
Enrollment Limit: 7
Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview
Expected Class Size: 7
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: The cost of the winter study travel portion is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student.
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 337 (D2) WGSS 337 (D2)

Difference, Power, and Equity Notes: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.
Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2021
SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

ANTH 350 (F) Queer Tongues & Lavender Linguistics (DPE)
Cross-listings: ANTH 350 AMST 351 WGSS 350
Secondary Cross-listing
This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist
theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities’ language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

Prerequisites: None; prior coursework in WGSS may be helpful, but is not required

Enrollment Limit: 15

Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)

Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2021

SEM Section: 01    W 1:10 pm - 3:50 pm     Gregory C. Mitchell

ANTH 371  (F) Medicine and Campus Health in Disruptive Times  (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Primary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

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

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

Difference, Power, and Equity Notes: This class examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses   PHLH Methods in Public Health

Fall 2021
SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow
SEM Section: 02    Cancelled

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: 12
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: 12
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 2021
SEM Section: 01    MWF 9:00 am - 9:50 am     Nicholas R Mangialardi

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: 15
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 2022
SEM Section: 01    TR 8:30 am - 9:45 am     Saadia Yacoob

ARAB 302  (S) Advanced Arabic 2  (DPE) (WS)
A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.
Class Format: course offered remotely
Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects
Prerequisites: ARAB 301 or equivalent
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies, or students who completed ARAB 301
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to the weekly writing assignments of 400-word essays, students will produce four portfolios that will involve a careful process of revisions. Each portfolio will include a series of critical reflections on graphic novels and visual storytelling in Arabic. The portfolio will be based on rigorous research in Arabic recourses, summary and essays that can range to 800 words.

Difference, Power, and Equity Notes: As a content course, ARAB 302 will focus on graphic novels, graffiti and caricature in contemporary Arab visual culture. Most of the texts assigned will address the particularity of political language involved in this form and its popularity among Arab youth (and adults) as a cultural expression of dissent. The selected texts will also expose students to stories about class struggle, gender inequality, the social struggles of immigrants and refugees.

Spring 2022
SEM Section: 01    MWF 11:00 am - 12:15 pm     Amal Eqeiq

ARAB 303  (S) Food in the Middle East: A History  (DPE)
In this course we examine the rich culinary history of the Middle East first among the three major religions in the region (Judaism, Christianity, and Islam), then during the time of major Islamic Empires such as the Abbasids and Ottomans, and finally in the modern period. Using an array of primary and secondary sources, we explore the social, religious, literary, and economic place of food. We will study the consumption of an attitudes toward specific foodstuffs, gauging the medicinal and culinary value of spices, the historical taboos against drinking coffee and alcohol, and the dispute over various dishes within modern nationalist constructions. We will also investigate how Middle Eastern peoples from different ethnic, geographic, and religious backgrounds have historically used food to express their distinct cultural, national, and gendered identities.

Requirements/Evaluation: attendance, participation, map exercise, leading discussion, 3 short essays, final paper/research project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: History and Arabic Studies majors, seniors
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:
ARAB 303 (D2) HIST 303 (D2)

Difference, Power, and Equity Notes: This course explores a variety of themes within Middle Eastern food history and their implications to different religious communities, genders, and/or socio-economic groups, across a large swath of time. Students will be asked to explore these topics in class discussions and writing assignments, using multiple comparative perspectives.
Attributes: HIST Group E Electives - Middle East  HIST Group P Electives - Premodern

Spring 2022
SEM Section: 01  TR 9:55 am - 11:10 am  Febe Armanios

ARAB 340 (F) Arab Women Memoirs: Writing Feminist History (DPE) (WS)
In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

Requirements/Evaluation: Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

Difference, Power, and Equity Notes: Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the
struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2021

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

ARAB 370 (S) Archives of Global Solidarity: Records of Collective Memory of Emancipation (DPE) (WS)

Departing from the Arabic notions of takful and taddamun as interlinked expressions of social and political solidarity, this course seeks to investigate the textual and visual cultural production of solidarity in the Arabic-speaking world. While both terms have informed the shaping of modern Arab politics in the mid 20th century--from the birth of the socialist state to the rise of pan-Arabism--their instrumentalization as key principles of internationalism, Third Worldism, trans-nationalism, and global camaraderie since the 1990s is parallel to the emergence of social movements and popular resistance across the Middle East, North Africa and beyond. What is the meaning of solidarity and how it mobilized collective emancipation is the guiding question of this course. To interrogate this question we will read novels, poems, memoirs, labor unions and feminist manifestos, and essays that feature multidirectional solidarity and alliance building across borders of East-East and South-South. We will also examine visual and digital archives that documents particular historical moments that marked a turning point of global solidarity, such as the Spanish Civil War, the Cuban Revolution, the Algerian War, the Prague Spring, the Palestinian Intifada, the Zapatista Uprising, and most recently, the Arab Uprisings. As we approach these historical moments through a variety of texts and genres, we will identify encounters between activists and writers who established cross-regional movements and the cultural exchange between artistic collaborations.

Requirements/Evaluation: Students will write five responses to partner's papers (2 pages long); two 5-7 pages paper discussing aspects of the readings; one 10-mintues oral presentation of a reflection on digital solidarity, and a final poster project on archiving global solidarity.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This tutorial will be aimed at first year and second year students interested in majoring in Arabic Studies, and/or concentrating in Comparative Literature and Global Studies.

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage a variety of writing forms, including weekly response papers to their tutorial partner, a research final paper, an outline for an oral presentation, a reflection on digital media and a design of a poster. Throughout this process, they will receive oral and written feedback and work with revisions. The interdisciplinary material that will be covered in the tutorial will also require the production of distinct formats of writings and research skills.

Difference, Power, and Equity Notes: South-South and East-East encounters during the 1960s in the writings of contemporary Arab writers and activists resisting dictatorship and police states is the core of this tutorial. Students will gain a deeper understanding of DPE through a close examination of the triangulation of colonial boundaries, postcolonial states, and imperialist domination that shape the context of global solidarity in the Arab world and beyond.

Spring 2022

TUT Section: T1 TBA Amal Eqeiq

ARAB 401 (F) Topics in Advanced Arabic: Contemporary Arab Cinema (DPE) (WS)

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: The course will be offered remotely (Final course format to be determined closer to the semester)
Requirements/Evaluation: class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 19

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

Expected Class Size: 5-7

Grading: no 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, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. 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. 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 these societies as positioned in a region torn by political, social, and religious conflicts.

Attributes: FMST Core Courses

---

Fall 2021

SEM Section: 01  TR 9:55 am - 11:10 am  Lama Nassif

ARTH 103  (S)  East Asian Art  (DPE)

Cross-listings: ASIA 103  ARTH 103

Primary Cross-listing

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through thematic units, we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange of ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, you will learn to think critically about shared and diverse human experiences across cultures and historical periods. We will also discuss the historiography of East Asian art and analyze why certain types of objects were historically underrepresented in museum spaces and academic scholarship. Artworks from the Williams College Museum of Art and Special Collections also form an integral part of the course.

Requirements/Evaluation: attendance, class participation, worksheets, visual analysis paper (2-3 pages in length), midterm and non-cumulative final exam, virtual exhibition project and presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Open to all students regardless of 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:

ASIA 103 (D1) ARTH 103 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

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

Spring 2022
ARTH 106 (F)  An Invitation to World Architecture  (DPE)

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

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

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

Prerequisites: none

Enrollment Limit: 90

Enrollment Preferences: First preference: senior art majors who need a 100-level course to fulfill their major requirements. Second preference: first- and second- year undeclared students.

Expected Class Size: 90

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.

ARHT 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, weekly short reading responses, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 25

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and 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
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: 20

Enrollment Preferences: Students planning to major in Art History, Art History and Studio Art majors, then any interested student

Expected Class Size: 20

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

Spring 2022

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

ARTH 311 (S) Women and Art in East Asia (DPE)

Cross-listings: ARTH 311 ASIA 311

Primary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, and embroidery. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of aristocratic women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed

Requirements/Evaluation: attendance, class participation and discussion, 5 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 8-10-page final research paper (written in stages over the semester including a 10-15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History, Asian Studies, Chinese, or Japanese majors, but open to all

Expected Class Size: 10

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
**Difference, Power, and Equity Notes**: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project.

Spring 2022

**SEM Section: 01**  MR 2:35 pm - 3:50 pm  Carolyn J. Wargula

---

**ARTH 315 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present**  (DPE)

**Cross-listings**: GERM 314  WGSS 344  ARTH 315

**Primary Cross-listing**

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape—from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

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

**Prerequisites**: none

**Enrollment Limit**: 12

**Expected Class Size**: 12

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

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

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

GERM 314  (D1)  WGSS 344  (D2)  ARTH 315  (D1)

**Difference, Power, and Equity Notes**: Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Spring 2022

**SEM Section: 01**  W 1:10 pm - 3:50 pm  Alena J Williams

---

**ARTH 561 (F) 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, as well as of decolonizing museums; the complex dynamics of collaboration; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Class 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 field trips to museums, libraries, and archives with pertinent collections.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project

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 will be 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

Fall 2021

SEM Section: 01    R 10:00 am - 12:50 pm    Christine  DeLucia

ASIA 103  (S)  East Asian Art  (DPE)

Cross-listings: ASIA 103  ARTH 103

Secondary Cross-listing

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through thematic units, we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange of ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, you will learn to think critically about shared and diverse human experiences across cultures and historical periods. We will also discuss the historiography of East Asian art and analyze why certain types of objects were historically underrepresented in museum spaces and academic scholarship. Artworks from the Williams College Museum of Art and Special Collections also form an integral part of the course.

Requirements/Evaluation: attendance, class participation, worksheets, visual analysis paper (2-3 pages in length), midterm and non-cumulative final exam, virtual exhibition project and presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Open to all students regardless of 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:

ASIA 103 (D1) ARTH 103 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

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

Spring 2022

LEC Section: 01    TR 9:55 am - 11:10 am    Carolyn J. Wargula

**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

Spring 2022
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 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 2021
TUT Section: T1  TBA  Kim Gutschow

ASIA 311 (S) Women and Art in East Asia  (DPE)

Cross-listings: ARTH 311 ASIA 311

Secondary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, and embroidery. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of aristocratic women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed

Requirements/Evaluation: attendance, class participation and discussion, 5 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 8-10-page final research paper (written in stages over the semester including a 10-15-minute presentation)
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Art History, Asian Studies, Chinese, or Japanese majors, but open to all
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 311 (D1) ASIA 311 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project

Spring 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm     Carolyn J. Wargula

ASIA 316 (S) Feeling Queer and Asian  (DPE)
Cross-listings: COMP 313  ASIA 316  WGSS 316
Secondary Cross-listing
This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianess? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses (350 words max), short analytical essay (4-5 pages), and creative final project (e.g. poem, epistolary letter, syllabus soundtrack) (5-8 pages)
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)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 313 (D1) ASIA 316 (D2) WGSS 316 (D2)

Difference, Power, and Equity Notes: This interdisciplinary seminar centers the interconnected constructions of race, ethnicity, gender, sexuality, and nation as they give shape to Asian American and Asian diasporic sexuality studies.

Spring 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm     Vivian L. Huang

ASIA 352 (S) Global Health in the Transpacific  (DPE)
Cross-listings: AMST 352  ASIA 352  STS 311
Secondary Cross-listing
East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and
This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

Requirements/Evaluation: Reading responses, two short review essays, and one seminar paper

Prerequisites: Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

Enrollment Limit: 12

Enrollment Preferences: Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 352 (D2) ASIA 352 (D2) STS 311 (D2)

Difference, Power, and Equity Notes: This course examines the inequalities that shape global health interventions.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Shoan Yin Cheung

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

Cross-listings: ASIA 384 AMST 384 HIST 384

Secondary Cross-listing

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

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

ASIA 384 (D2) AMST 384 (D2) HIST 384 (D2)

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

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

Fall 2021

LEC Section: 01 MR 2:35 pm - 3:50 pm Scott Wong
BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Primary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology and the tropical environment. Each section provides the science behind the issues and ends with possible solutions. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing diversity 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 climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: 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/concentrationers, 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:

BIOL 134 (D3) ENVI 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 EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2021

LEC Section: 01 MWF 11:00 am - 11:50 am Joan Edwards

CHIN 253 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: COMP 254 CHIN 253 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness": the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course,
we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted in person.

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

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

**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 254 (D1)
- CHIN 253 (D1)
- WGSS 255 (D2)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

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

---

**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 2022

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

**Cross-listings:** RLFR 106 COMP 107

**Secondary Cross-listing**

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper

**Prerequisites:** Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 16

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

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

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

RLFR 106 (D1) COMP 107 (D1)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2022

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

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 2021
SEM Section: 01    TR 9:55 am - 11:10 am     Zaid Adhami

COMP 230  (S) 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

Spring 2022
SEM Section: 01    TR 11:20 am - 12:35 pm     Emily Vasiliauskas

COMP 242 (S) Americans Abroad (DPE)

Cross-listings: COMP 242 ENGL 250 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 and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture—American or foreign.

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

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) 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 2022
SEM Section: 01    MW 11:00 am - 12:15 pm     Soledad Fox
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted in person.

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

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

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:
COM 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022

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

COMP 258 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: REL 276 COMP 258

Secondary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.
**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history

**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 276 (D2) COMP 258 (D1)

**Difference, Power, and Equity Notes:** This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

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

**Cross-listings:** RLFR 260 COM 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 2021

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

**COMP 273 (S) Detectives Without Borders** (DPE) (WS)

**Cross-listings:** ENGL 273 COM 273 GBST 273

**Primary Cross-listing**

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

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

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 273 (D1) COMP 273 (D1) GBST 273 (D2)

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2022

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

COMP 292  (F)  War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)

Cross-listings: RLFR 202  COMP 292  WGSS 201

Secondary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers (of 3-5 pages each)

Prerequisites: exceptional performance in RLF 105; successful performance in RLF 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 16

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: 16
Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Fall 2021
SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

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 COMP 297 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 2022
TUT Section: T1 TBA Man He
What is the past good for? Why study theatre history now? What do the archival performance traditions, practices, and sources of yesterday have, if anything, to offer the theatre artists of today and tomorrow? Digging into these questions, this combined studio/seminar course will introduce students to major global theatre and performance histories by considering how they've been taken up—adapted, appropriated, recycled, critiqued, and re-appropriated—by artists working in the field now. Why does dramatist Luis Alfaro return to Sophocles' *Electra* to tell a story about the experiences of Chicano communities in L.A.? What does the playwright Branden Jacobs-Jenkins find compelling about the allegorical performances of English Medieval theatre? What role does traditional Korean dance ritual play in the experimental theatre of artist Young Jean Lee? How have collaborators at New York’s Public Theater sought to re-vitalize Shakespeare's works through community-driven practices? Through comparative pairings such as these, we will study and draw inspiration from the ways contemporary dramatists, makers, directors, and performers have approached the theatrical forms and performance practices of the past in the effort to create new perspectives on the present. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they are shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. As a final creative project, students will adapt, critique, or re-appropriate a source material of their own choosing. 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:** journal writing and active participation in class; a midterm creative adaptation project and accompanying "research casebook"; participation as discussion leader for one class; and a final creative adaptation or performance project and accompanying "research casebook."

**Prerequisites:** For Theatre majors: any 100 or 200-level theatre course.

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre majors; Comparative Literature majors

**Expected Class Size:** 8-10

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

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

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

THEA 301 (D1) COMP 303 (D1)

**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.
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 313 (D1) ASIA 316 (D2) WGSS 316 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar centers the interconnected constructions of race, ethnicity, gender, sexuality, and nation as they give shape to Asian American and Asian diasporic sexuality studies.

Spring 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Vivian L. Huang

**COMP 336 (S) The Banlieue in Literature, Music, and Film (DPE) (WS)**

**Cross-listings:** RLFR 300 COMP 336 AFR 339

**Secondary Cross-listing**

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term banlieue at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, “urban culture”--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the banlieue in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film La haine, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the banlieue reimagining and reframing the banlieue? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do “*banlieue* films” and “*banlieue* lit” tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students, Africana and Comparative literature students

**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:
RLFR 300 (D1) COMP 336 (D1) AFR 339 (D2)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

**Attributes:** FMST Core Courses

Spring 2022
SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just
ECON 107 (F) Inequality in a Classless Society: The Soviet Experiment and its Aftermath (DPE)

Cross-listings: ECON 107 SOC 217

Primary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with, justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

Requirements/Evaluation:  Class participation; small writing assignments and research exercises; and a final research project

Prerequisites:  None

Enrollment Limit:  19

Enrollment Preferences:  1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

Expected Class Size:  19

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

Unit Notes:  This course cannot count toward the ECON major. It may be taken for the SOC major.

Distributions:  (D2) (DPE)

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

ECON 107 (D2) SOC 217 (D2)

Difference, Power, and Equity Notes:  The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Fall 2021

SEM Section: 01    MR 1:10 pm - 2:25 pm    Steven E. Nafziger, Olga Shevchenko

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

Cross-listings:  ENVI 234 ECON 204

Primary Cross-listing

The leaders of developing countries almost universally proclaim “economic development” to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format:  discussion

Requirements/Evaluation:  short essays/assignments; two individual take-home exams; final group project

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

Enrollment Limit:  25

Enrollment Preferences:  first-year and sophomore students

Expected Class Size:  25

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

Distributions:  (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 234 (D2) ECON 204 (D2)

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

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

Spring 2022
LEC Section: 01 M 7:00 pm - 9:40 pm Michael Samson

ECON 218 (S) Markets, Distrust, and History (DPE)
Cross-listings: GBST 218 ECON 218

Primary Cross-listing
Global markets connect strangers: people of different races, religions, and classes. There are huge profits from such economic contact, but there are also risks: of being cheated, deceived, or coerced. This course examines how global markets have evolved over the past five hundred years using insights from the economics of incentives (principal-agent models, contracts, mechanism design). Case studies will cover: the spice trade and conflict in the Indian Ocean (early 16th century), capital markets and fraud in Amsterdam and London (17th and 18th century), the coffee trade and deception in Mocha and Java (18th and 19th), slavery and its abolition in Brazil (20th), colonial control and resistance in Kenya (21st), and the constraints on “fair trade” in Nicaragua and US (present). Required readings for this class will be sixty or more pages per week, and will include historical case studies, excerpts from novels, and reportage.

Requirements/Evaluation: Students will be evaluated based on class participation, weekly assignments, a midterm, and a final.

Prerequisites: Econ 110

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 218 (D2) ECON 218 (D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: POEC International Political Economy Courses

Spring 2022
SEM Section: 01 M 7:00 pm - 9:40 pm Ashok S. Rai

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

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

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Prerequisites: none
Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

Attributes: AMST Arts in Context Electives

Fall 2021
SEM Section: 01 MW 8:25 pm - 9:40 pm Kathryn R. Kent

Spring 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

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

Cross-listings: ENGL 113 AMST 113 WGSS 113

Primary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: 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 2021
SEM Section: 01    TF 1:10 pm - 2:25 pm    Bethany Hicok

ENGL 208  (S) Designer Genes  (DPE) (WS)

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

Secondary Cross-listing

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

Requirements/Evaluation: Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies, American Studies, English 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:
ENGL 208 (D1) STS 208 (D2) AMST 206 (D2) WGSS 208 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)--written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next.

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 2022**

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

**ENGL 228  (S) 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

---

**Spring 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, situated 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 2021

SEM Section: 01 MW 9:30 am - 10:45 am Ned G. Schaumberg

Spring 2022

SEM Section: 01 MW 9:30 am - 10:45 am Ned G. Schaumberg

ENGL 250 (S) Americans Abroad (DPE)

Cross-listings: COMP 242 ENGL 250 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 and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture–American or foreign.
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

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) 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 2022

SEM Section: 01   MW 11:00 am - 12:15 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 2021

LEC Section: 01   W 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
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 2021
SEM Section: 01 TR 9:55 am - 11:10 am Zaid Adhami

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

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature and English majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Unit Notes: COMP core course
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 273 (D1) COMP 273 (D1) GBST 273 (D2)
Writing Skills Notes: This writing skills course requires weekly short papers, blog entries, and three 5- to 7-page papers, which will test students' ability in close-reading, comparative readings, and research analysis. I will provide written feedback regarding grammar, style, and argument.

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2022

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

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, weekly reading responses, 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. Reading-response prompts will be geared towards helping students practice writing and analysis skills. Students may also be asked to attend occasional 1-on-1 meetings with instructor to discuss writing.

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 2021

SEM Section: 01    TF 1:10 pm - 2:25 pm    Matthew Gonzales

ENGL 375 (F) Black Masculinities (DPE)

Cross-listings: AMST 350  ENGL 375  AFR 331  WGSS 318

Secondary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present.

This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

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 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

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

Fall 2021

SEM Section: 01    W 7:00 pm - 9:40 pm     Kai M. Green

ENGL 392  (S) Acción Poética: Poetic Art's Critiques of an Americas of Conquest  (DPE)

Can poems be thought of as social acts, or as a kind of “acción poética” (poetic action)? What would it mean, in other words, to resituate our understanding of poetry within the realms of speech act theory, performance studies, and the local and global histories of social conflict in the Americas? In this course, we will examine the long history of poetic form in the Americas to trace the emergence of separate, but related poetic experimentals, particularly in the literary traditions of modern Latin American and U.S.-Latinx poetry and performance art. Throughout the course, we’ll ask what it means to write with and without the body in mind. We’ll attend to the embodied forms of poetic expression that emerge prior to the twentieth century while investigating poetry’s articulations of geo-social space in the Americas. Our course will then focus on the vanguard poetries of twentieth-century Latin America (Neruda, Mistral, Vallejo, Zurita, et al.) and on the transcultural modernities of U.S.-Latinx poetry and performance. Through our explorations of poetic form’s encounters with a social history of the Americas, we’ll receive a glimpse of what poetry looks like in a world of spiritual, political, ecological, and humanitarian crises. Readings will likely include works by: Gabriela Mistral, Pablo Neruda, Vicente Huidobro, César Vallejo, Raúl Zurita, Cecilia Vicuña, Miguel Algarín, Sandra María Esteves, Willie Perdomo, Julia de Burgos, Emmy Pérez, Gloria Anzaldúa, Lorna Dee Cervantes, Sandra Cisneros, Francisco X. Alarcón, Guillermo Gómez-Peña, Coco Fusco, Laura Aguilar, Asco, Sor Juana Inés de la Cruz, Phillis Wheatley, José Martí, Rubén Darío, Walt Whitman, Emily Dickinson, and more. Although useful, reading knowledge of Spanish is not expected or required; Spanish-language texts will be provided in English translation alongside the original.

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 and those of social conflict in border regions throughout the U.S. Moreover, it invites students to ask what it means to write poetry from the standpoint of various subject positions (as determined by race, class, gender/sexuality, etc.).

Attributes: ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Spring 2022
SEM Section: 01 MW 11:00 am - 12:15 pm Matthew Gonzales

ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Secondary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology and the tropical environment. Each section provides the science behind the issues and ends with possible solutions. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing diversity 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 climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: 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:

BIOL 134 (D3) ENVI 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 EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2021
LEC Section: 01 MWF 11:00 am - 11:50 am Joan Edwards

ENVI 230 (S) Geographies of Food Justice (DPE)
Recent scholarship & reporting clearly show inequalities of race, class, & gender in access to adequate, healthy, & culturally appropriate food. Observers often call poor, segregated urban areas food deserts, evoking a landscape dominated by fast food & devoid of vegetables. Farmer & food sovereignty activist Leah Penniman instead refers to this as food apartheid to emphasize that inequalities in food access are the result of racism and are inseparable from other injustices. Notably, deserts & apartheid are both spatial metaphors, referring not only to the environments in which people eat, but also the systems of social, political, & economic power that define those places. This course considers the relationship between food, power, & geography by looking at such places. We ask: How does where people eat shape what they eat? What can we learn about structural racism & settler colonialism by looking at the diverse sites of food insecurity? How do people experience a globalized food system in uniquely localized ways? How do struggles over land & labor shape the possibilities for justice in the food system? Does it matter where our food is produced? We begin with a critical reevaluation of the concept of food deserts, drawing on works by scholars who question the term's usefulness. Next, we consider indigenous hunting & fishing practices. From the Arctic to the Saint Lawrence River, ancestral practices are undergoing fundamental disruptions from settler colonialism & its effects, which include climate change & toxic contamination. Additional topics include farmworkers, pesticide exposure, migration, free trade, & diet-related disease. We will read works by geographers, anthropologists, sociologists, & journalists, among others. Throughout, we ask how people are enacting food justice & sovereignty on the ground. We listen to those on the frontlines & imagine a world in which their visions are reality.

Requirements/Evaluation: 2-3 short papers on assigned topics, final research paper, class discussion, occasional short oral presentations
Prerequisites: ENVI 101 or permission
Enrollment Limit: 19
Enrollment Preferences: Environmental studies majors and concentrators
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course considers how race, racism, and class shape access to food. We will discuss accountability within the food movement, and discuss ways to address inequalities in this area.
Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition,Food Security+Environmental Health

Spring 2022
SEM Section: 01    TF 2:35 pm - 3:50 pm     April Merleaux

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: short written commentaries, current event analysis, presentations, and a final analytical essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
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 2022

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

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

Cross-listings: ENVI 234  ECON 204

Secondary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

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

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

ENVI 234 (D2) ECON 204 (D2)

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

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

Spring 2022

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

ENVI 246  (F)  Race, Power, & Food History  (DPE)

Cross-listings: HIST 265  ENVI 246  AMST 245

Primary Cross-listing

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

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition,Food Security+Environmental Health

Fall 2021

SEM Section: 01 TF 1:10 pm - 2:25 pm April Merleaux

ENVI 250 (F) Environmental Justice (DPE)

Cross-listings: STS 250 ENVI 250

Primary Cross-listing

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

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: juniors, 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:

STS 250 (D2) ENVI 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Fall 2021
ENVI 271  (S)  Theatre and Environment: Site, Ecology, Utopia  (DPE)

Cross-listings: THEA 272  ENVI 271

Secondary Cross-listing

What is theatre's relation to the environment, whether natural or social? How does the site, place, or context of a performance change its meaning? What role does theatre play within grassroots campaigns for climate action, environmental justice, or Indigenous land rights? How can we use theatre to, in the words of adrienne maree brown, "practice, in every possible way, the world we want to see?" In this studio course, participants will collaborate in small groups to create and share short performances based on a series of prompts, such as: site, nature, immersion, ecology, biomimicry, and utopia. Acknowledging the deep inequities (racial, gendered, ethnic, class-based) that constitute all human and environmental interaction, we will work to understand how art’s relationship to the environment is itself shaped by the historical legacies of empire and global capitalism. As a contribution to the work of the studio, each student will share independent research on an artist, activist movement, or collective of their choice, such as: Hito Steyerl, Ellie Ga, Marta Rosler, Joan Jonas, Paul Chan, Theaster Gates, Bread and Puppet, Punch Drunk, En Garde Arts, Talking Birds, Rimini Protokoll, Extinction Rebellion, Greenpeace, and others. Critics and theorists considered may include: Allan Kaprow, Augusto Boal, Miwon Kwon, Nick Kaye, Claire Doherty, Donna Haraway, Grant Kester, Nato Thompson, and adrienne maree brown. As a special project in the class, we will collaborate with The Zilkha Center to create a series of performances that engage with topics relevant to the campus community, including climate action and environmental justice. Note: this is a maker's course that invites students to create, develop, perform, and share their work with each other and, in some cases, public audiences.

Class Format: This is a maker-based studio course that requires deep collaboration on the creation, development, and performing of original works of theatre and live art.

Requirements/Evaluation: Creation and presentation of a series of four short performance pieces; leading a 10-minute class discussion; a 15-minute independent oral presentation on a chosen artist or collective; weekly journal writing; deep and active participation and collaboration.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: if overenrolled, preference will be given to Theatre majors and Environmental Studies majors

Expected Class Size: 10-12

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:

THEA 272 (D1) ENVI 271 (D1)

Difference, Power, and Equity Notes: This course interrogates the deep inequities, injustices (racial, gendered, ethnic, and class-based), and power relations that constitute all of humanity's relation with earth's environment, ecosystem, and ecology. Students will not only study artists and collectives engaged with the work of environmental justice, accountability, and action, they will also make such art themselves.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2022

STU Section: 01  MR 2:35 pm - 3:50 pm  Amy S. Holzapfel

ENVI 332  (F)  (De)colonial Ecologies  (DPE) (WS)

Cross-listings: AFR 347  AMST 332  ENVI 332

Secondary Cross-listing

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human
and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S.
institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized
peoples’ visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political,
economic, and social categories of governance and systems of dispossession and exploitation.

Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

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:
AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from
professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from
professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical
feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to
understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples’ visions, representations, and practices of
liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic,
and social categories of governance and systems of dispossession and exploitation.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2021

SEM Section: 01   TF 2:35 pm - 3:50 pm   Hossein Ayazi

ENVI 349 (S) Race, Development, and Food Sovereignty (DPE) (WS)

Cross-listings: AFR 349 ENVI 349 AMST 342

Secondary Cross-listing

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and
landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen?
Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial
dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in
relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize
students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies
of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and
intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of
exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced
throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as
the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied
practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The
course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key
period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while
attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift
to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%
Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

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:

AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Spring 2022

SEM Section: 01  TF 2:35 pm - 3:50 pm  Hossein Ayazi

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 2021
SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

Spring 2022
SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

GBST 218  (S) Markets, Distrust, and History  (DPE)

Cross-listings: GBST 218  ECON 218

Secondary Cross-listing

Global markets connect strangers: people of different races, religions, and classes. There are huge profits from such economic contact, but there are also risks: of being cheated, deceived, or coerced. This course examines how global markets have evolved over the past five hundred years using insights from the economics of incentives (principal-agent models, contracts, mechanism design). Case studies will cover: the spice trade and conflict in the Indian Ocean (early 16th century), capital markets and fraud in Amsterdam and London (17th and 18th century), the coffee trade and deception in Mocha and Java (18th and 19th), slavery and its abolition in Brazil (20th), colonial control and resistance in Kenya (21st), and the constraints on “fair trade” in Nicaragua and US (present). Required readings for this class will be sixty or more pages per week, and will include historical case studies, excerpts from novels, and reportage.

Requirements/Evaluation: Students will be evaluated based on class participation, weekly assignments, a midterm, and a final.

Prerequisites: Econ 110

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

GBST 218  (D2) ECON 218  (D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: POEC International Political Economy Courses

Spring 2022
SEM Section: 01  M 7:00 pm - 9:40 pm  Ashok S. Rai

GBST 246  (F) Asian American Performance: Activism and Aesthetics  (DPE)

Cross-listings: THEA 246  GBST 246  AMST 249

Secondary Cross-listing

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

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation
Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 246 (D1) GBST 246 (D2) AMST 249 (D2)

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

Fall 2021
SEM Section: 01 W 1:10 pm - 3:50 pm Shanti Pillai

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

Cross-listings: ENGL 273 COMP 273 GBST 273

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

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

Unit Notes: COMP core course

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 273 (D1) COMP 273 (D1) GBST 273 (D2)

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives
GBST 305 (S) A History of Health and Healing in Africa (DPE)

Cross-listings: HIST 305 AFR 304 GBST 305

Secondary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

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: 25

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

Distributions: (D2) (DPE)

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

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa
Enrollment Preferences: Political Science majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

GBST 351 (D2) PSCI 351 (D2)

Difference, Power, and Equity Notes: The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

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

Spring 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm James E. Mahon

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.

Fall 2021

TUT Section: T1 TBA Benjamin Twagira
GERM 314 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)

Cross-listings: GERM 314  WGSS 344  ARTH 315

Secondary Cross-listing

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin’s present, its contradictory mix of new and old, “deep history” and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape—from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art History majors, German majors, then any interested student

Expected Class Size: 12

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)

Difference, Power, and Equity Notes: Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Spring 2022

SEM Section: 01  W 1:10 pm - 3:50 pm  Alena J Williams

HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: AFR 104  HIST 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 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 short papers (3-5 pages), presentation, and one research paper (8-12 pages)
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 15

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

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:

AFR 104 (D2) HIST 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 2022

SEM Section: 01 TR 9:55 am - 11:10 am Benjamin Twagira

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

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
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.

**Attributes:** HIST Group F Electives - U.S. + Canada
continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa’s post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and a 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, yes fifth course option

Distributions: (D2) (DPE)

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

AFR 203 (D2) HIST 205 (D2)

Difference, Power, and Equity Notes: This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Fall 2021

LEC Section: 01 TR 11:20 am - 12:35 pm Benjamin Twagira

HIST 265  (F)  Race, Power, & Food History  (DPE)

Cross-listings: HIST 265 ENVI 246 AMST 245

Secondary Cross-listing

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

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition, Food Security + Environmental Health

Fall 2021
SEM Section: 01 TF 1:10 pm - 2:25 pm April Merleaux

HIST 270 (F) Sport and the Global Color Line (DPE)

Cross-listings: HIST 270 LEAD 270 AFR 270

Primary Cross-listing

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas—like movie theaters, railroads, schools, and other public sites—shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

Class Format: Lecture and discussion.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

Prerequisites: None.

Enrollment Limit: 40

Enrollment Preferences: Open to all students with completion of course admission survey if overenrolled.

Expected Class Size: 25

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 270 (D2) LEAD 270 (D2) AFR 270 (D2)

Difference, Power, and Equity Notes: This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

Fall 2021
LEC Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

HIST 303 (S) Food in the Middle East: A History (DPE)

Cross-listings: ARAB 303 HIST 303

Primary Cross-listing

In this course we examine the rich culinary history of the Middle East first among the three major religions in the region (Judaism, Christianity, and Islam), then during the time of major Islamic Empires such as the Abbasids and Ottomans, and finally in the modern period. Using an array of primary and secondary sources, we explore the social, religious, literary, and economic place of food. We will study the consumption of an attitudes toward specific foodstuffs, gauging the medicinal and culinary value of spices, the historical taboos against drinking coffee and alcohol, and the dispute over various dishes within modern nationalist constructions. We will also investigate how Middle Eastern peoples from different ethnic, geographic, and
religions have historically used food to express their distinct cultural, national, and gendered identities.

**Requirements/Evaluation:** attendance, participation, map exercise, leading discussion, 3 short essays, final paper/research project

**Prerequisites:** none

**Enrollment Limit:** 20

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

**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:

ARAB 303 (D2) HIST 303 (D2)

**Difference, Power, and Equity Notes:** This course explores a variety of themes within Middle Eastern food history and their implications to different religious communities, genders, and/or socio-economic groups, across a large swath of time. Students will be asked to explore these topics in class discussions and writing assignments, using multiple comparative perspectives.

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

Spring 2022

SEM Section: 01    TR 9:55 am - 11:10 am    Febe Armanios

**HIST 305 (S) A History of Health and Healing in Africa** (DPE)

**Cross-listings:** HIst 305 AFR 304 GBST 305

**Primary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

**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:** 25

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

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

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

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa
HIST 346  (F)  Modern Brazil  (DPE)

Cross-listings:  AFR 346  HIST 346

Primary Cross-listing

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

Class Format: discussion

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

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

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 20-25

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

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention

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

Fall 2021

LEC 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 2021
SEM Section: 01  MW 11:00 am - 12:15 pm  Sofia E. Zepeda

Spring 2022
SEM Section: 01  MW 11:00 am - 12:15 pm  Sofia E. Zepeda

HIST 367  (S)  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

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors

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.

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

Spring 2022
SEM Section: 01    MR 1:10 pm - 2:25 pm     Tyran K. Steward

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

Cross-listings:  HIST 381  AMST 381

Primary Cross-listing

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

Requirements/Evaluation:  two-5- to 7-page essays, one final paper of 15 pages

Prerequisites:  none, open to all students

Enrollment Limit:  20

Enrollment Preferences:  If the class is over-enrolled, History majors will be given preference.

Expected Class Size:  15

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

Distributions:  (D2)  (DPE)

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

HIST 381 (D2) AMST 381 (D2)

Difference, Power, and Equity Notes:  This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.  In the Spring of 2022, History majors may take this course for 400-level seminar credit with permission from the instructor. The workload will be increased for those students.

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

Spring 2022
LEC Section: 01    TF 1:10 pm - 2:25 pm     Scott Wong

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

Cross-listings:  ASIA 384  AMST 384  HIST 384

Primary Cross-listing

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

Requirements/Evaluation:  papers

Prerequisites:  none; open to all

Enrollment Limit:  25

Enrollment Preferences:  seniors first, then anyone

Expected Class Size:  20

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

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

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

Fall 2021

LEC Section: 01  MR 2:35 pm - 3:50 pm  Scott Wong

HIST 454  (F)  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, as well as of decolonizing museums; the complex dynamics of collaboration; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Class 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 field trips to museums, libraries, and archives with pertinent collections.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project

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 will be 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

Fall 2021

SEM Section: 01  R 10:00 am - 12:50 pm  Christine DeLucia

HIST 468  (F)  Race, Empire, and the Birth of the American Century  (DPE)
Cross-listings: HIST 468 AMST 468

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

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

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

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

HIST 468 (D2) AMST 468 (D2)

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

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

Fall 2021

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

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 2021
TUT Section: T1    TBA    Benjamin Twagira

**INTR 219 (F) Women and Girls in (Inter)National Politics** (DPE)

**Cross-listings:** AFR 217  INTR 219  WGSS 219  AMST 217  LEAD 219

**Primary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

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

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

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

AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2021
TUT Section: T1    TBA    Joy A. James

**INTR 320 (S) Angela Davis: Political Theory, Activism, and Alliances** (DPE) (WS)

**Cross-listings:** LEAD 319  PSCI 376  INTR 320  AMST 308

**Primary Cross-listing**

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

**Prerequisites:** Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

**Enrollment Limit:** 19

**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:

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

**Writing Skills Notes:** Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2022

SEM Section: 01    M 7:00 pm - 9:40 pm    Joy A. James

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

**Cross-listings:** JWST 249 REL 249

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 30

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

**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:

JWST 249 (D2) REL 249 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

**Attributes:** JWST Core Electives

Spring 2022

SEM Section: 01    TF 1:00 pm - 2:25 pm    Jeffrey I. Israel

**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

---

**LEAD 219 (F) Women and Girls in (Inter)National Politics  (DPE)**

**Cross-listings:** AFR 217  INTR 219  WGSS 219  AMST 217  LEAD 219

**Secondary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

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

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

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

AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

---

**LEAD 270 (F) Sport and the Global Color Line  (DPE)**
Cross-listings: HIST 270  LEAD 270  AFR 270

Secondary Cross-listing

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas—like movie theaters, railroads, schools, and other public sites—shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

Class Format: Lecture and discussion.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

Prerequisites: None.

Enrollment Limit: 40

Enrollment Preferences: Open to all students with completion of course admission survey if overenrolled.

Expected Class Size: 25

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

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 270 (D2) LEAD 270 (D2) AFR 270 (D2)

Difference, Power, and Equity Notes: This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

Fall 2021
LEC Section: 01    MR 1:10 pm - 2:25 pm     Tyran K. Stewart

LEAD 319 (S) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

Cross-listings: LEAD 319  PSCI 376  INTR 320  AMST 308

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

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

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:
LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where...
students define their key terms used in the paper; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

**Attributes:** AFR Core Electives  AMST Critical and Cultural Theory Electives  PHIL Contemporary Value Theory Courses  PSCI Political Theory Courses

Spring 2022

SEM Section: 01  M 7:00 pm - 9:40 pm  Joy A. James

**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 2021

SEM Section: 01  MW 9:30 am - 10:45 am  Ned G. Schaumberg

Spring 2022

SEM Section: 01  MW 9:30 am - 10:45 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 2021

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 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 2021
SEM Section: 01     MW 11:00 am - 12:15 pm     Sofia E. Zepeda

Spring 2022
SEM Section: 01     MW 11:00 am - 12:15 pm     Sofia E. Zepeda

MATH 308 (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 pair will carry out a substantial project in one of the following areas: criminal justice, education equity, environmental justice, health care equity, and 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, mathematics, and computation.

Class Format: This is a research-based tutorial.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

Prerequisites: Across each tutorial pair: 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: 10

Enrollment Preferences: This is a tutorial and hence is capped at 10 students. Students interested in enrolling should contact the instructor as soon as possible. The instructor will ask for a brief statement of interest and selected other information.

Expected Class Size: 10

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

Distributions: (D3) (DPE) (QFR)

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.

Quantative/Formal Reasoning Notes: Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze
MUS 111 (S) Music in Global Circulation (DPE)

(Formerly Music Cultures of the World.) 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, 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 118 (S) Hearing Race in America, 1890-1955 (DPE)

The rise of Rock ‘n’ Roll in the mid-1950s has typically been viewed as a temporary confluence in American culture, suggesting possibilities for musical and racial integration even as various forms of appropriation and exclusion were perpetuated. This course will explore the earlier multiple musical streams that merged at this moment. We will start by engaging with contemporary and historical perspectives on race, adopting a radically interdisciplinary approach. Our focus will then be on several of the most prominent vernacular and commercial forms of American music during this period: ragtime, blues, jazz, rhythm and blues, Tin Pan Alley, country, bluegrass, Tex-Mex/Tejano conjunto, "Latin jazz," and cajun/zydeco. Prior to the 1950s, these musical styles were segregated, at least in terms of production and marketing. How did racial assumptions and histories shape the creation, dissemination, and reception of this music? Can we hear the multiple ways in which race played out in American music in the first half of the twentieth century?

Class Format: lecture/discussion

Requirements/Evaluation: Evaluation will be based on a 5-page paper, a midterm, a 7-page paper, a final exam, and on class participation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Random selection.

Expected Class Size: 19

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will focus on how racial imagination and systemic racism shaped the creation, marketing, and reception of
multiple genres and styles in American popular music from 1890 to 1955. Before embarking on this historical study, we will first become familiar with current theories of race and with dominant American perceptions of race c. 1900. Perceptions of difference (in multiple forms), realities of market power, and issues of artistic and financial equity directly impacted music in this period.

Spring 2022
LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

PHIL 320 (F) Topics in Critical Theory: Subjection, Power, Freedom (DPE) (WS)
Any critical theory presupposes an account how both individual and social subjects come into being. Some critical theorists within the Frankfurt School tradition draw from upon ideas about the constitution of the subject developed in the early 19th century German philosophy of Hegel. According to Hegel, subjects are both historically and socially constituted; they are formed through their relations with other subjects. Hence, being with others, being dependent on others, is regarded as a key structuring feature of human existence. By the early 20th century, in the works of Freud, we encounter the idea of the intra-psychic features of subjects and the importance of understanding and regulating psychic forces both within and between subjects in order to adapt to the demands of living at any given time, born as we are both dependent upon and vulnerable to others. This raises the question whether a more complete account of the emergence of subjects must address both psychic, historical and social dimensions of subjectivity, the ways in which they are intertwined, and their importance for not only psychological well-being, but also relatively well-regulated socio-political relations. In this course we take up questions such as the following: What sorts of subjects do we find in modern Western societies? What are the forces, and the dynamics between forces (i.e., economic, technological, modes of communication, techniques of social control, biological, psychological) that make certain types of subjects possible influencing both their self-understandings and their forms of life? What role do emotional, irrational or unconscious forces play? To what extent do these myriad force relations limit, enable, or deform our participation as political citizens, and our capacity to transform and improve them? In our attempts to make headway in answering such daunting questions, we investigate recent debates in critical theory concerning subjection and resistance, intersubjective recognition and redistribution, social pathologies and the idea of a political unconscious. Readings will be drawn from recent work in the Frankfurt School and poststructuralist traditions of critical theory as well as anti-racist, anti-colonial, feminist and queer theories that draw upon them.

Class Format: We will schedule at least one seminar meeting during the semester. I will consult with students about the best time for this meeting.

Requirements/Evaluation: Evaluation will be based on written work (five 6-7 page papers, and five 2-3 page commentaries on your partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Demonstrated background in history of modern philosophy (PHIL 202), modern political theory, or critical and social theories.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to philosophy majors and prospective majors and students with demonstrated interest and background in critical or social theories.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will write five of 5-7 pages in length, one of which they will revise and submit at the end of the term. We will also meet in seminar once or twice during the semester. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback on both the content and form of their papers and contributions in meetings.

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. In addition, the course will contain readings that address race, class, gender and the legacy of colonialism.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2021
TUT Section: T1 TBA Jana Sawicki

PHLH 201 (S) Dimensions of Public Health (DPE)
Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential
element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

**Class Format:** Course will be taught remotely.

**Requirements/Evaluation:** two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion, including on Glow

**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 2022**

SEM Section: 01  MWF 8:30 am - 9:45 am  Kiaran Honderich

SEM Section: 02  MWF 11:00 am - 12:15 pm  Kiaran Honderich

**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 are declaring 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 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 2021**

TUT Section: T1  TBA  Marion Min-Barron
POEC 287 (F) The Firm (DPE)

Cross-listings: PSCI 287 POEC 287

Secondary Cross-listing

The rise of gigantic tech firms--Google, Apple, Facebook, Amazon--has sparked widespread worries about the role of business power in capitalist democracy. Are these firms monopolies? How can they be better regulated? Should they be? This course studies the politics of business by centering analysis on the firm. From the perspective of the workplace, we investigate the firm as an arena of power, where workers and managers meet each other in continuous contests for control. From the perspective of the public sphere, we investigate the firm as an actor whose power maps uneasily onto the channels of democratic representation. Approaching the firm as both arena and actor in a number of capitalist democracies, we will compare the politics of business across different sectors, but will focus especially on tech and finance.

Requirements/Evaluation: Four short analysis briefs; four short response briefs; one presentation; one final paper; participation

Prerequisites: One introductory course in political science and/or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

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:
PSCI 287 (D2) POEC 287 (D2)

Difference, Power, and Equity Notes: This course studies power through the lens of class, applying that lens to understand how power functions in the employment relationship, as well as the way that firms exercise power in society more generally.

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2021

SEM Section: 01 TR 9:55 am - 11:10 am Sidney A. Rothstein

PSCI 160 (S) 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. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes; 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: eleven essays: five lead, five response, and one statement. The first two weeks' essays' grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

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 to write ungraded work; will have a chance to revise submitted work; and will have a chance to 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: POEC International Political Economy Courses PSCI International Relations Courses
**PSCI 260 (F) Power, Feminist-Style (DPE) (WS)**

**Cross-listings:** WGSS 260  PSCI 260

**Secondary Cross-listing**

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

**Requirements/Evaluation:** eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

WGSS 260 (D2) PSCI 260 (D2)

**Writing Skills Notes:** This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

**Difference, Power, and Equity Notes:** This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

**Attributes:** WGSS Theory Courses

---

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

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

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

**Requirements/Evaluation:** a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: Political Science majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

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

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

Spring 2022
LEC Section: 01    TF 1:10 pm - 2:25 pm     James E. Mahon

PSCI 281  (S) Contemporary African Politics  (DPE)
This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. 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: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 60% lecture and 40% discussion
Requirements/Evaluation: Class Participation, Map Quiz, 3 short papers (5 pages)
Prerequisites: None.
Enrollment Limit: 25
Enrollment Preferences: all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

Attributes: GBST African Studies Electives PSCI Comparative Politics Courses

Spring 2022
LEC Section: 01    TF 2:35 pm - 3:50 pm     Elizabeth Iams Wellman

PSCI 287  (F) The Firm  (DPE)

Cross-listings: PSCI 287  POEC 287

Primary Cross-listing
The rise of gigantic tech firms--Google, Apple, Facebook, Amazon--has sparked widespread worries about the role of business power in capitalist
democracy. Are these firms monopolies? How can they be better regulated? Should they be? This course studies the politics of business by centering analysis on the firm. From the perspective of the workplace, we investigate the firm as an arena of power, where workers and managers meet each other in contentious contests for control. From the perspective of the public sphere, we investigate the firm as an actor whose power maps uneasily onto the channels of democratic representation. Approaching the firm as both arena and actor in a number of capitalist democracies, we will compare the politics of business across different sectors, but will focus especially on tech and finance.

**Requirements/Evaluation:** Four short analysis briefs; four short response briefs; one presentation; one final paper; participation

**Prerequisites:** One introductory course in political science and/or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to sophomores or juniors majoring in a Division II field

**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:

PSCI 287 (D2) POEC 287 (D2)

**Difference, Power, and Equity Notes:** This course studies power through the lens of class, applying that lens to understand how power functions in the employment relationship, as well as the way that firms exercise power in society more generally.

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2021

SEM Section: 01  TR 9:55 am - 11:10 am  Sidney A. Rothstein

**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 2021**

SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

**Spring 2022**

SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

---

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

**Cross-listings:** GBST 351  PSCI 351

**Primary Cross-listing**

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

**Class Format:** discussion then seminar

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

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

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

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

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

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

GBST 351  (D2)  PSCI 351  (D2)

**Difference, Power, and Equity Notes:** The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

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

---

**Spring 2022**

LEC Section: 01  MR 1:10 pm - 2:25 pm  James E. Mahon

---

**PSCI 367  (S) Decolonizing International Relations  (DPE)**

The Oxford English Dictionary defines Decolonization as "the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies." The emergence of an international system of sovereign states—i.e., the core foundation of international relations—presumes the process of dismantling systems of domination, extraction, and exclusion ended long ago. However, there is increasing recognition that International Relations in all forms, including theory, research, and policy, continue to be structured by traditional paradigms of power (e.g. white, male, elite). This course begins with the premise that knowledge is embedded within, and often reproduces, power hierarchies. Thus, this class is organized as a collaborative investigation with the aims of: 1) examining how whiteness and other historically dominant perspectives shape
International Relations theory and research areas; 2) expanding and improving our understanding of International Relations through different lenses (e.g., race, class, gender, disability, indigenous, queer, subaltern); and 3) exploring the implications of a more inclusive approach to International Relations, both within the classroom as well as contemporary decolonization movements in the US and around the world.

Requirements/Evaluation: Participation, 3 response/reflection papers, annotated bibliography

Prerequisites: One prior course in International Relations or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class encourages students to recognize the power dynamics inherent within, and reproduced by, the study of International Relations as structured by traditionally dominant paradigms. This class provides students with the tools to critically identify, decenter, and deconstruct dominant lenses as well as the opportunity to engage with, and apply, an inclusive approach centering a more expansive range of theoretical perspectives and knowledge production.

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Elizabeth Iams Wellman

PSCI 376 (S) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

Cross-listings: LEAD 319 PSCI 376 INTR 320 AMST 308

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

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

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:

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

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James
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 2022

SEM Section: 01    MWF 11:00 am - 12:15 pm     Stephanie A. Cardenas
LAB Section: 02    R 1:00 pm - 4:00 pm     Stephanie A. Cardenas

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:
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 2021
SEM Section: 01    TR 9:55 am - 11:10 am     Zaid Adhami

REL 237  (S) Islam in the United States: Race, Religion, Politics   (DPE)
Cross-listings: REL 237  AFR 237  AMST 237
Primary Cross-listing
Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, comics, documentaries, films, historical primary-source documents, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, midterm essay, final exam/essay
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
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 237 (D2) AFR 237 (D2) AMST 237 (D2)
Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2022
SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

REL 238  (F) Islam and Reason   (DPE)
In an essay on the "reality of Islam," the popular New Atheist writer, Sam Harris, concludes: "All civilized nations must unite in condemnation of a theology that now threatens to destabilize much of the Earth... It is time we realized that the endgame for civilization is not political correctness. It is not respect for the abject religious certainties of the mob. It is reason." These words forcefully express the common sentiment that the fanatical blind faith demanded by "mainstream Islam" poses a major threat to the so-called civilized world. Islam is thus seen as exemplifying the irrational dogmatism of religion par excellence. This course will critically examine such assumptions, by exploring how Muslim philosophers and theologians throughout the history of Islam have addressed a variety of questions, such as: Is faith compatible with reason and rationality? What is the relation between reason
and scripture? What modes of perception, reasoning, and knowledge are involved in religious belief? What room is there for doubt, skepticism, and critique in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, mysticism, and ethics, as well as anthropological engagements with lived Islam. Through these explorations, we will also critically reflect on our own cultural assumptions about religious belief, the nature of reason and knowledge, and the politics and power-dynamics of reason and rationality.

Requirements/Evaluation: Regular discussion posts; Midterm essay; Final essay
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Religion majors
Expected Class Size: 5-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course requires students to engage deeply with a very different philosophical universe than that of the modern West. This is also meant to prompt a critical engagement with our own cultural and philosophical assumptions about reason, knowledge, and religious belief. Finally, we will also reflect on the politics and power-dynamics of reason and rationality, considering how dominant modes of thinking are designated as "reason" and others are relegated to being objects of critique.

Attributes: PHIL Related Courses

Fall 2021
SEM Section: 01 MW 11:00 am - 12:15 pm Zaid Adhami

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: 15
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.
REL 249 (S) Anti-Semitism (DPE)

Cross-listings: JWST 249 REL 249

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 30

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

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:

JWST 249 (D2) REL 249 (D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Spring 2022

SEM Section: 01 TF 1:00 pm - 2:25 pm Jeffrey I. Israel

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 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 2021
TUT Section: T1 TBA Kim Gutschow

REL 276 (S) Gnosis, Gnostics, Gnosticism (DPE)
Cross-listings: REL 276 COMP 258
Primary Cross-listing
Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.
Class Format: lecture/discussion
Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history
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 276 (D2) COMP 258 (D1)
Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2022
LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

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.

---

**RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction** (DPE)

**Cross-listings:** RLFR 106 COMP 107

**Primary Cross-listing**

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Emaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper

**Prerequisites:** Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 16

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

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

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

RLFR 106 (D1) COMP 107 (D1)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies,
men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2022
SEM Section: 01    TR 9:55 am - 11:10 am    Brian Martin

RLFR 202  (F) War and Resistance: Two Centuries of War Literature in France (1800-2015)  (DPE)
Cross-listings: RLFR 202  COMP 292  WGSS 201

Primary Cross-listing
In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation:  active class participation, midterm exam, and two to three papers (of 3-5 pages each)
Prerequisites:  exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor
Enrollment Limit:  16
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:  16
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D2)

Difference, Power, and Equity Notes:  This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

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 2021
SEM Section: 01    TR 11:20 am - 12:35 pm     Katarzyna M. Pieprzak

RLFR 300  (S)  The Banlieue in Literature, Music, and Film  (DPE) (WS)
Cross-listings: RLFR 300  COMP 336  AFR 339

Primary Cross-listing
The banlieue looms large in the French collective imagination. From its origins in medieval law, the term banlieue at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the banlieue in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film La haine, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the banlieue reimagining and reframing the banlieue? What do current depictions of banlieues in the French media tell us about the State, French politics, and the state of French politics? What do "banlieue films" and "banlieue lit" tell us about the banlieue? In this course, conducted in French, we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Requirements/Evaluation: 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

Prerequisites: RLFR 105 and above
Enrollment Limit: 14
Enrollment Preferences: French majors and certificate students , Africana and Comparative literature students
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:
RLFR 300 (D1) COMP 336 (D1) AFR 339 (D2)

Writing Skills Notes: To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

Difference, Power, and Equity Notes: This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

Attributes: FMST Core Courses

Spring 2022
SEM Section: 01    MW 11:00 am - 12:15 pm     Sophie F. Saint-Just
RLFR 410  (F)  Senior Seminar: Movement and Migration (DPE)
How do movement and migration produce and disrupt constructions of identity, home, and the nation? In the context of movement and migration, how is place imagined, experienced and remembered? What are the relationships between movement and containment, flight and freedom? Over the course of the semester, we will examine literary texts, film and visual art from French-speaking communities that focus on: the immigration experience in France, the construction of a Francophone Atlantic identity, internal migration between rural and urban spaces, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable or nomadic places of memory. Works by Chamoiseau, Glissant, Diome, Condé, Maffre, Pineau, and Binebine among others. Conducted in French.

Requirements/Evaluation: Weekly 1-page response papers, 5-page mid-term paper and a final 10-page research paper and presentation.
Prerequisites: Any 200-level RLFR course, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French.
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Students will explore how literature, film and art narratives on migration and movement challenge (and also sometimes replicate) discourses of exclusion and structures of discrimination based on race and ethnic identity and gender. While the course focuses on French-speaking communities and people, we will think broadly about difference and power as they relate to movement, flight and freedom.

Fall 2021
SEM Section: 01    TF 1:10 pm - 2:25 pm     Katarzyna M. Pieprzak

RLSP 264  (S)  Outcasts of the Lettered City: Nation-Building and the Margins in 19th Century Latin America (DPE) (WS)
Bandits, vagabonds, runaway slaves, and unruly women. Defeated soldiers. Afro-Colombian rivermen. Indigenous Americans and their white captives. Latin American cultural production of the 19th century is conventionally studied in terms of the urban intellectuals' projects of nation-formation in the aftermath of the long struggle for independence from Spain. This course examines that process from the outside, considering instead a series of literary and other writings that represent the marginalized others of the desired nation-state, the women and men, many of them Afro-descended, Indigenous and mixed race, who found themselves excluded from the new national community--or who preferred a life on the pampas, deep in the jungle, or somewhere else outside the confines of bourgeois society. Primary readings will be selected from among the following: Simón Rodríguez, American Societies in 1828, Juan Francisco Manzano, Autobiography of a Slave; Domingo F. Sarmiento, Facundo. Civilization and Barbarism in the Argentine Republic; José Hernández, Martin Pierro; Flora Tristán, Peregrinations of a Pariah; Juan Crisóstomo Centurión, Viaje nocturno, Federico Gamboa, Santa; Candelario Obeso, Popular Songs of My Land; Cínito Villaverde, Cecilia Valdés, Lucio V. Mansilla, Excursion to the Ranquel Indians. We will also read a number of critical essays by leading scholars in the field of 19th century Latin American literature.

Requirements/Evaluation: Students will write and revise approximately 20 double-spaced pages, in Spanish, over the course of the semester. Students will also prepare 10-15 minutes responses to their classmates' work. We will read 100-150 pages of Spanish prose each week and well as critical essays, which will often be in English.
Prerequisites: Any 200-level course with an RLSP prefix or permission of instructor.
Enrollment Limit: 12
Enrollment Preferences: Spanish majors and potential Spanish majors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course is conducted as a tutorial. The number of students in each unit (pairs or triplets) depends on how many students enroll, but whatever our structure turns out to be, each student can anticipate multiple opportunities to write and revise their individual essays in response to feedback from their classmate and professor, as well as to serve as the respondent offering feedback other students' work. Thus we emphasize editing and revision as essential parts of the writing process.

Difference, Power, and Equity Notes: This course examines structures of exclusion in 19th century Latin America -- the reproduction and perpetuation of socio-economic and institutional structures based on racial, gendered and class-based hierarchies established during the colonial era -- and the spaces that historical individuals have been able to occupy within and around them.
RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors’ techniques of representation has been decisive and profound.

Class Format: In-person.

Requirements/Evaluation: three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence—Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Attributes: GBST Latin American Studies Electives

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada


Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Matin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"—literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Spanish Majors.

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 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 highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American
RUSS 401 (F) Senior Seminar: Queer Russia (DPE)
This seminar explores queerness as both a cultural concept and social reality in Russia and the Soviet Union from the nineteenth century to the present. We will begin with the history of LBGTQ+ Russians, as well as an overview of texts produced by queer writers, in the Russian Empire and Soviet Union. We will then investigate queerness in post-Soviet Russia, where non-normative sexuality has become a hotly contested political concept over the past three decades. In addition to reading texts and viewing films by and about LGBTQ+ Russians, we will examine the genesis, implementation, and impact of the 2013 ban on “homosexual propaganda,” which has placed homophobia at the center of national identity in the Russian Federation. We will also read theoretical works to help us understand not only the unique formations and expressions of queerness in Russia, but also how local Russian queerness plays out on the global stage.

Requirements/Evaluation: completion of all reading and viewing assignments, preparation for and active participation in class discussions, two 4-5 page papers, and a final 20-minute presentation based on students’ independent research

Prerequisites: RUSS 252 or the permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: those majoring in Russian or pursuing a Certificate in Russian

Expected Class Size: 5

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This seminar explores how gender and sexuality have been conceptualized and experienced in Russia with a particular emphasis on how non-normative gender and sexuality have become tools in the struggle for social and political power in post-Soviet Russia. Our exploration of queerness in Russia over the past two centuries will help students to develop critical skills for assessing how gender and sexuality are currently conceptualized in the United States.

SOC 217 (F) Inequality in a Classless Society: The Soviet Experiment and its Aftermath (DPE)

Cross-listings: ECON 107  SOC 217

Secondary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with, justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

Requirements/Evaluation: Class participation; small writing assignments and research exercises; and a final research project

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: 1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option
Unit Notes: This course cannot count toward the ECON major. It may be taken for the SOC major.

Distributions: (D2) (DPE)

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

ECON 107 (D2) SOC 217 (D2)

Difference, Power, and Equity Notes: The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Fall 2021

SEM Section: 01    MR 1:10 pm - 2:25 pm     Steven E. Nafziger, Olga Shevchenko

SOC 230 (S) Memory and Forgetting (DPE)

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)

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 2022

SEM Section: 01    MR 2:35 pm - 3:50 pm     Christina E. Simko

STS 101 (S) STEM's Empire: A Critical Introduction to Science and Technology Studies (DPE)

Who follows the science? The COVID-19 pandemic has upended many’s beliefs in the rationality of scientific enterprise, exposing the institutions, power dynamics, and inequalities that shape its constitution. Meanwhile, the "tech fix" approach to ending the pandemic solely through vaccination has produced staggering death tolls compared to non-pharmaceutical interventions like masking, social distancing, and contact tracing implemented in places such as Liberia, Rwanda, and the Asia-Pacific, which have contained COVID-19 with relative success. As feminist and postcolonial scholars have long told us, the power of science often operates through division, producing dichotomies such as West/non-West, modern/traditional, global/local, developed/underdeveloped, and science/non-science. It is inextricably linked to the colonial conquest of territories, bodies, and minds. In this course, we will explore scientific practice and the production of scientific knowledge through the metaphor of empire: How might we understand scientific claims to truth, knowing that colonial relations of power are still embedded in our identities and institutions, and in the hegemonies that shape our world? We will explore this question by engaging with feminist and postcolonial critiques of science, studying controversies over the environment, medicine, indigenous knowledge, diversity in STEM, and other topics. We will pay particular attention to the situated processes out of which claims to
the universal or global are made, asking who is left out of making such claims as well. An introductory course, students will be exposed to key debates in STS and learn critical tools for analyzing science and technology in an unequal but interconnected world.

**Requirements/Evaluation:** Several short response papers, mid-term paper, final project

**Prerequisites:** none

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

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

**Difference, Power, and Equity Notes:** This course will demonstrate how issues of power shapes the practices of empiricism.

---

**Spring 2022**

**SEM Section:** 01 TR 11:20 am - 12:35 pm Shoan Yin Cheung

**STS 102** *(F)* **Breeding Controversy: Technologies and Ideologies of Population Control** *(DPE)*

**Cross-listings:** WGSS 103 STS 102

**Primary Cross-listing**

What is "good breeding?" For whom is birth control "liberating?" This course traces the surprising ways that concepts of population growth and decline from the natural sciences come to inform social discourses on "overpopulation" in the twentieth and twenty-first centuries. Science and politics mix to decide: who should be able to reproduce--and, consequently, who might not be born--so that some may live more prosperously? By studying the history of eugenics movements, contraceptive technologies in the context of development, and the racialized cultures of reproductive medicine, we will analyze how scientific ways of thinking about human lives reflect and reproduce social inequities. We will use the tools of feminist technoscience studies to understand how science, culture, power, and politics intersect to create new technologies of "selection" that are far from natural. New literatures in critical race STS, black feminist thought, and critical theory will inform our discussions.

**Requirements/Evaluation:** Weekly paper or response and in-class debate.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen. If over-enrolled, students will submit a short paragraph stating their interest in the course.

**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:**

WGSS 103 (D2) STS 102 (D2)

**Difference, Power, and Equity Notes:** This course will demonstrate how scientific knowledges also reflect biases organized along lines of social difference, including race, gender, class and nation. Readings in critical race theory will give students a deeper appreciation of these issues.

**Attributes:** PHLH Reproductive, Maternal and Child Health

---

**Fall 2021**

**TUT Section:** T1 TBA Shoan Yin Cheung

**STS 208** *(S)* **Designer Genes** *(DPE) (WS)*

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

**Secondary Cross-listing**

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

**Requirements/Evaluation:** Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

**Prerequisites:** none  

**Enrollment Limit:** 19

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

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

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)--written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next.

**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 2022

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

**STSS 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: short written commentaries, current event analysis, presentations, and a final analytical essay

**Prerequisites:** none

**Enrollment Limit:** 19

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

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

Distributions: (D2) (DPE)

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

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 2022

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

STS 250 (F) Environmental Justice (DPE)

Cross-listings: STS 250 ENVI 250

Secondary Cross-listing

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

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: juniors, 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:

STS 250 (D2) ENVI 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unequally according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Fall 2021

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

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

Fall 2021

TUT Section: T1 TBA Kim Gutschow

STS 311 (S) Global Health in the Transpacific (DPE)

Cross-listings: AMST 352 ASIA 352 STS 311

Primary Cross-listing

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

Requirements/Evaluation: Reading responses, two short review essays, and one seminar paper

Prerequisites: Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

Enrollment Limit: 12

Enrollment Preferences: Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

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:
Societies around the globe are now confronting a triple crisis that threatens not only political orders but also the very existence of certain forms of life: (1) financial collapse(s) that have increased the awareness and severity of mass inequality, (2) climate change and mass extinctions, and (3) the rise of white supremacy and ethno-nationalisms that threaten BIPOC lives and representative democracies. These material and political challenges have depleted many of the cultural resources that enable imagining non-apocalyptic futures. Yet, these crises are not novel. Many groups in the periphery--geographic, economic, and cultural--were and are already living through the uneven distribution of the apocalypse. Science fiction (SF) has emerged as a privileged symbolic field for the expression of hopes and anxieties that drive both culture and tech industries. Whether seen as a form of productive pessimism or liberatory theory, SF from the margins is deployed as a political tool for enacting change in the present. In this course, we will survey the history of SF as a variable and theoretical orientation constituted through the unfolding of uneven global encounters. We will analyze SF in the Cold War, Anthropocene, decolonization movements, and postcolonial and Indigenous landscapes, reading major works in SF and science and technology studies (STS) that address the politics of crisis, apocalypse, and global futures. In addition to novels and short stories, this course will incorporate film, graphic novels, music videos, video games, and other science fiction subgenres.

Requirements/Evaluation: Class discussion, approximately 10 pages of creative writing, 5 page analysis paper of your classmate's creative writing, final paper or project (5-8 page paper or equivalent)

Enrollment Limit: 15

Enrollment Preferences: Students who have taken American Studies 101 and/or Science and Technology Studies 101

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 321 (D2) STS 321 (D2)

Difference, Power, and Equity Notes: This course examines the racial, ethnic, gendered, and sexed dimensions of science fiction and traces how marginalized people have imagined the future amidst an atemporal and unfolding apocalypse. Students will work with postcolonial, Indigenous, queer, and critical race media concerning the future, and will gain the skills needed to read political orders and crises through the lens of the margin.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives
decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)

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

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

Spring 2022

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

STS 370 (F) Medicine and Campus Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

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:
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 examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses  PHLH Methods in Public Health

Fall 2021
SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow
SEM Section: 02  Cancelled

STS 413  (S)  Feminist and Critical 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 2022
SEM Section: 01  W 1:10 pm - 3:50 pm  Ezra D. Feldman

THEA 246  (F)  Asian American Performance: Activism and Aesthetics  (DPE)

Cross-listings: THEA 246  GBST 246  AMST 249

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 12

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 246 (D1) GBST 246 (D2) AMST 249 (D2)

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

Fall 2021

SEM Section: 01    W 1:10 pm - 3:50 pm     Shanti Pillai

THEA 272  (S)  Theatre and Environment: Site, Ecology, Utopia  (DPE)

Cross-listings: THEA 272  ENVI 271

Primary Cross-listing
What is theatre's relation to the environment, whether natural or social? How does the site, place, or context of a performance change its meaning? What role does theatre play within grassroots campaigns for climate action, environmental justice, or Indigenous land rights? How can we use theatre to, in the words of adrienne maree brown, "practice, in every possible way, the world we want to see?" In this studio course, participants will collaborate in small groups to create and share short performances based on a series of prompts, such as: site, nature, immersion, ecology, biomimicry, and utopia. Acknowledging the deep inequities (racial, gendered, ethnic, class-based) that constitute all human and environmental interaction, we will work to understand how art's relationship to the environment is itself shaped by the historical legacies of empire and global capitalism. As a contribution to the work of the studio, each student will share independent research on an artist, activist movement, or collective of their choice, such as: Hito Steyerl, Ellie Ga, Marta Rosler, Joan Jonas, Paul Chan, Theaster Gates, Bread and Puppet, Punch Drunk, En Garde Arts, Talking Birds, Rimini Protokoll, Extinction Rebellion, Greenpeace, and others. Critics and theorists considered may include: Allan Kaprow, Augusto Boal, Miwon Kwon, Nick Kaye, Claire Doherty, Donna Haraway, Grant Kester, Nato Thompson, and adrienne maree brown. As a special project in the class, we will collaborate with The Zilkha Center to create a series of performances that engage with topics relevant to the campus community, including climate action and environmental justice. Note: this is a maker's course that invites students to create, develop, perform, and share their work with each other and, in some cases, public audiences.

Class Format: This is a maker-based studio course that requires deep collaboration on the creation, development, and performing of original works of theatre and live art.

Requirements/Evaluation: Creation and presentation of a series of four short performance pieces; leading a 10-minute class discussion; a 15-minute independent oral presentation on a chosen artist or collective; weekly journal writing; deep and active participation and collaboration.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: if overenrolled, preference will be given to Theatre majors and Environmental Studies majors

Expected Class Size: 10-12

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:
THEA 272 (D1) ENVI 271 (D1)

**Difference, Power, and Equity Notes:** This course interrogates the deep inequities, injustices (racial, gendered, ethnic, and class-based), and power relations that constitute all of humanity's relation with earth's environment, ecosystem, and ecology. Students will not only study artists and collectives engaged with the work of environmental justice, accountability, and action, they will also make such art themselves.

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

Spring 2022
STU Section: 01   MR 2:35 pm - 3:50 pm   Amy S. Holzapfel

THEA 301  (F)  Embodied Archives: Global Theatre & Performance Histories  (DPE)

**Cross-listings:** THEA 301  COMP 303

**Primary Cross-listing**

What is the past good for? Why study theatre history now? What do the archival performance traditions, practices, and sources of yesterday have, if anything, to offer the theatre artists of today and tomorrow? Digging into these questions, this combined studio/seminar course will introduce students to major global theatre and performance histories by considering how they've been taken up--adapted, appropriated, recycled, critiqued, and re-appropriated--by artists working in the field now. Why does dramatist Luis Alfaro return to Sophocles' *Electra* to tell a story about the experiences of Chicano communities in L.A.? What does the playwright Branden Jacobs-Jenkins find compelling about the allegorical performances of English Medieval theatre? What role does traditional Korean dance ritual play in the experimental theatre of artist Young Jean Lee? How have collaborators at New York's Public Theater sought to re-vitalize Shakespeare's works through community-driven practices? Through comparative pairings such as these, we will study and draw inspiration from the ways contemporary dramatists, makers, directors, and performers have approached the theatrical forms and performance practices of the past in the effort to create new perspectives on the present. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they are shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. As a final creative project, students will adapt, critique, or re-appropriate a source material of their own choosing. 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:** journal writing and active participation in class; a midterm creative adaptation project and accompanying "research casebook"; participation as discussion leader for one class; and a final creative adaptation or performance project and accompanying "research casebook."

**Prerequisites:** For Theatre majors: any 100 or 200-level theatre course.

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre majors; Comparative Literature majors

**Expected Class Size:** 8-10

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 301 (D1) COMP 303 (D1)

**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.

Fall 2021
STU Section: 01   TR 11:20 am - 12:35 pm   Amy S. Holzapfel
THEA 304  (S)  The Gay Menagerie: Gay Male Subcultures  (DPE)

Cross-listings: ANTH 305  WGSS 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:

ANTH 305 (D2) WGSS 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

Spring 2022

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

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
**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Attributes:** WGSS Theory Courses

---

**WGSS 103 (F) Breeding Controversy: Technologies and Ideologies of Population Control (DPE)**

**Cross-listings:** WGSS 103 STS 102

**Secondary Cross-listing**

What is "good breeding?" For whom is birth control "liberating?" This course traces the surprising ways that concepts of population growth and decline from the natural sciences come to inform social discourses on "overpopulation" in the twentieth and twenty-first centuries. Science and politics mix to decide: who should be able to reproduce--and, consequently, who might not be born--so that some may live more prosperously? By studying the history of eugenics movements, contraceptive technologies in the context of development, and the racialized cultures of reproductive medicine, we will analyze how scientific ways of thinking about human lives reflect and reproduce social inequities. We will use the tools of feminist technoscience studies to understand how science, culture, power, and politics intersect to create new technologies of "selection" that are far from natural. New literatures in critical race STS, black feminist thought, and critical theory will inform our discussions.

**Requirements/Evaluation:** Weekly paper or response and in-class debate.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen. If over-enrolled, students will submit a short paragraph stating their interest in the course.

**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:

WGSS 103 (D2) STS 102 (D2)

**Difference, Power, and Equity Notes:** This course will demonstrate how scientific knowledges also reflect biases organized along lines of social difference, including race, gender, class and nation. Readings in critical race theory will give students a deeper appreciation of these issues.

**Attributes:** PHLH Reproductive, Maternal and Child Health

---

**WGSS 105 (F)(S) American Girlhoods (DPE) (WS)**

**Cross-listings:** AMST 105 ENGL 105 WGSS 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:
AMST 105 (D2) ENGL 105 (D1) WGSS 105 (D2)

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

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

Fall 2021
SEM Section: 01 MW 8:25 pm - 9:40 pm Kathryn R. Kent

Spring 2022
SEM Section: 01 TF 2:35 pm - 3:50 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: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: 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 2021

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

WGSS 201 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)

Cross-listings: RLFR 202 COMP 292 WGSS 201

Secondary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers (of 3-5 pages each)

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 16

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: 16

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 202 (D1) COMP 292 (D1) WGSS 201 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.
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 2021
SEM Section: 01    MW 11:00 am - 12:15 pm     Brian  Martin

SEM Section: 01    TR 9:55 am - 11:10 am     Kai M. Green
Spring 2022
SEM Section: 01    TF 1:10 pm - 2:25 pm     Kathryn R. Kent

WGSS 208  (S)  Designer Genes  (DPE)  (WS)
Cross-listings:  ENGL 208  STS 208  AMST 206  WGSS 208
Primary 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: Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies, American Studies, English 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:
ENGL 208 (D1) STS 208 (D2) AMST 206 (D2) WGSS 208 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)--written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next.

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 2022

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

WGSS 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 INTR 219 WGSS 219 AMST 217 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2021

TUT Section: T1 TBA Joy A. James
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: 15

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 2022

SEM Section: 01    TR 8:30 am - 9:45 am     Saadia Yacoob

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted in person.

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

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

**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:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

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

Spring 2022

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

**WGSS 260 (F) Power, Feminist-Style** (DPE) (WS)

**Cross-listings:** WGSS 260 PSCI 260

**Primary Cross-listing**

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice ¿ the concept of power ¿ from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

**Requirements/Evaluation:** eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

WGSS 260 (D2) PSCI 260 (D2)

**Writing Skills Notes:** This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

**Difference, Power, and Equity Notes:** This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in
Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices ‘make a future’ (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

**Class Format:** Hybrid online/in-person

**Requirements/Evaluation:** Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**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 260 (D2) WGSS 262 (D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

**Attributes:** AMST Critical and Cultural Theory Electives
gay men in activist movements, gay gentrification, the growth of gay consumerism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

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

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

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

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

ANTH 305 (D2) WGSS 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

---

**WGSS 316  (S) Feeling Queer and Asian**  (DPE)

**Cross-listings:** COMP 313  ASIA 316  WGSS 316

**Primary Cross-listing**

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianess? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

**Requirements/Evaluation:** in-class participation, partnered presentation, weekly reading responses (350 words max), short analytical essay (4-5 pages), and creative final project (e.g. poem, epistolary letter, syllabus soundtrack) (5-8 pages)

**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)

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

COMP 313 (D1) ASIA 316 (D2) WGSS 316 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar centers the interconnected constructions of race, ethnicity, gender, sexuality, and nation as they give shape to Asian American and Asian diasporic sexuality studies.

---

Spring 2022
WGSS 318 (F)  Black Masculinities  (DPE)

Cross-listings: AMST 350  ENGL 375  AFR 331  WGSS 318

Primary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation:  students will be responsible for 2 short papers and a final project
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences:  WGSS Majors will get preference, then Juniors and Seniors
Expected Class Size:  14
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 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

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

Fall 2021
SEM Section: 01  W 7:00 pm - 9:40 pm  Kai M. Green

WGSS 337 (F)  Race, Sex & Gender in Brazil  (DPE)

Cross-listings: ANTH 337  WGSS 337

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

Requirements/Evaluation: research paper and its various components, participation
Prerequisites: none
Enrollment Limit: 7

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

Expected Class Size: 7

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

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

Distributions: (D2) (DPE)

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

ANTH 337 (D2) WGSS 337 (D2)

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

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2021

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

WGSS 344 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)

Cross-listings: GERM 314 WGSS 344 ARTH 315

Secondary Cross-listing

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape—from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art History majors, German majors, then any interested student

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:

GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)

Difference, Power, and Equity Notes: Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Spring 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Alena J Williams
WGSS 345 (S) 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

Spring 2022

SEM Section: 01    TF 1:10 pm - 2:25 pm    Greta F. Snyder

WGSS 350 (F) Queer Tongues & Lavender Linguistics (DPE)

Cross-listings: ANTH 350  AMST 351  WGSS 350

Primary Cross-listing

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA “change charts.” We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called “gay voice,” the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists’ ethnographies of queer communities’ language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

Prerequisites: None; prior coursework in WGSS may be helpful, but is not required

Enrollment Limit: 15

Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)

Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2021
SEM Section: 01 W 1:10 pm - 3:50 pm Gregory C. Mitchell

WGSS 371 (F) Medicine and Campus Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing
This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques such as participant observation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflict and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

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:

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

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

Difference, Power, and Equity Notes: This class examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2021
SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow
SEM Section: 02 Cancelled
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 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

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

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 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

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

**Enrollment Limit:** 15

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

**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:**
AFR 104 (D2) HIST 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 2022

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

**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 2022

SEM Section: 01    MW 11:00 am - 12:15 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.

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

Fall 2021

TUT Section: T1    TBA     Tyran K. Steward

**AFR 203  (F)  The Making of Modern Africa  (DPE)**

**Cross-listings:**  AFR 203  HIST 205

**Secondary Cross-listing**

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the
impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa’s post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and a 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, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 203 (D2) HIST 205 (D2)

Difference, Power, and Equity Notes: This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Fall 2021
LEC Section: 01 TR 11:20 am - 12:35 pm Benjamin Twagira

AFR 209 (F)(S) Introduction to Racial Capitalism (DPE) (WS)

Cross-listings: AMST 202 AFR 209

Secondary Cross-listing

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.


Prerequisites: none
Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Economic Development Studies Electives

Fall 2021
SEM Section: 01    TF 1:10 pm - 2:25 pm     Hossein Ayazi

Spring 2022
SEM Section: 01    TF 1:10 pm - 2:25 pm     Hossein Ayazi

AFR 217 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 INTR 219 WGSS 219 AMST 217 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2021
TUT Section: T1    TBA     Joy A. James

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: short written commentaries, current event analysis, presentations, and a final analytical essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
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 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

AFR 237 (S) Islam in the United States: Race, Religion, Politics (DPE)
Cross-listings: REL 237 AFR 237 AMST 237

Secondary Cross-listing

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

Requirements/Evaluation: regular reading responses, midterm essay, final exam/essay
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
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:
Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2022
SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

AFR 270  (F)  Sport and the Global Color Line  (DPE)
Cross-listings: HIST 270 LEAD 270 AFR 270
Secondary Cross-listing
Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas—like movie theaters, railroads, schools, and other public sites—shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

Class Format: Lecture and discussion.
Requirements/Evaluation: Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.
Prerequisites: None.
Enrollment Limit: 40
Enrollment Preferences: Open to all students with completion of course admission survey if overenrolled.
Expected Class Size: 25
Grading: yes pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 270 (D2) LEAD 270 (D2) AFR 270 (D2)

AFR 304  (S)  A History of Health and Healing in Africa  (DPE)
Cross-listings: HIST 305 AFR 304 GBST 305
Secondary Cross-listing
This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the
way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

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: 25

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

Distributions: (D2) (DPE)

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

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and inequalities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Benjamin Twagira

AFR 331 (F) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 AFR 331 WGSS 318

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

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 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses
AFR 339 (S) The Banlieue in Literature, Music, and Film  (DPE) (WS)

Cross-listings: RLFR 300  COMP 336  AFR 339

Secondary Cross-listing

The banlieue looms large in the French collective imagination. From its origins in medieval law, the term banlieue at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, “urban culture”—as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the banlieue in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film La haine, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the banlieue reimagining and reframing the banlieue? What do current depictions of banlieues in the French media tell us about the State, French politics, and the state of French politics? What do “banlieue films” and “banlieue lit” tell us about the banlieue? In this course, conducted in French, we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Requirements/Evaluation:  3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

Prerequisites:  RLFR 105 and above

Enrollment Limit:  14

Enrollment Preferences:  French majors and certificate students, Africana and Comparative literature students

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:

RLFR 300 (D1) COMP 336 (D1) AFR 339 (D2)

Writing Skills Notes:  To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

Difference, Power, and Equity Notes:  This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

Attributes:  FMST Core Courses
**Class Format:** discussion

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

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Latino/a Studies concentrators

**Expected Class Size:** 20-25

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

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

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

AFR 346 (D2) HIST 346 (D2)

**Difference, Power, and Equity Notes:** The course—in all of its readings, discussion, papers—centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions—like the struggles of communities of quilombolas (descendants of runaway or freed slaves)—receive particular attention

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

Fall 2021

LEC Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

**AFR 347 (F) (De)colonial Ecologies** (DPE) (WS)

**Cross-listings:** AFR 347 AMST 332 ENVI 332

**Secondary Cross-listing**
What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**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:

AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from
professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

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

Fall 2021

SEM Section: 01    TF 2:35 pm - 3:50 pm    Hossein Ayazi

**AFR 349 (S) Race, Development, and Food Sovereignty** (DPE) (WS)

**Cross-listings:** AFR 349  ENV1 349  AMST 342

**Secondary Cross-listing**

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements—efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**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:**
AFR 349 (D2) ENV1 349 (D2) AMST 342 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.
AFR 367 (S) 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

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors

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.

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
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 2021

TUT Section: T1  TBA  Benjamin Twagira

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.

Fall 2021

SEM Section: 01  MR 2:35 pm - 3:50 pm  Jan  Padios
AMST 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: AMST 105 ENGL 105 WGSS 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:

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

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

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

Attributes: AMST Arts in Context Electives
Class Format: discussion, some lecture, project work in archives and art gallery

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: 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 2021

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

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

This course covers topics and approaches salient to contemporary Asian American Studies as an interdisciplinary field of scholarship and activism. Drawing on primary source documents, scholarship, visual media, and creative work, we will look at cross-racial solidarity and organizing, anti-Asian exclusion and xenophobia, war and refugee communities, public and mental health, and immigration histories and experiences. We will ground our inquiry in the social movements from which the field emerged in the late-1960s and 1970s, then move on to address foundational terms for Asian American and Pacific Islander scholars, such as race, bodies, citizenship, empire, transnationalism, and Indigeneity. Throughout the course we will stay attentive to overlapping histories between Asian American and Native, Indigenous, Black, and Latinx people and communities. Students will also have a number of opportunities to practice analytic writing, do creative work, engage in personal reflection, and participate in community building.

Requirements/Evaluation: Weekly: an average of 75 pages of reading (or watch a film), participate in class discussions. 5x per semester: 2-page writing or creative assignments, including letter writing, conduct an interview, analyzing a passage from a historical document, or close read a scene from a film or story. Final: A 5-7-page final paper, small group project, or individual project.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If over enrolled: first-year students, AMST majors, or graduating students without prior experience with the topic

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course defines "Asian" and "Asian American" as categories of social difference created through historical conditions (e.g. migration, imperialism) that change over time. These terms also refer to forms of personhood with racial, national, and ethnic meaning determined by unequal distribution of power and resources. Students in the course are asked to understand, engage, and articulate these differences, historical, and social process.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
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 2021

SEM Section: 01 TR 9:55 am - 11:10 am  Zaid Adhami

AMST 200  (S) Ethnographic Directions in American Studies  (DPE)

This course introduces students to the practice and politics of ethnography, broadly defined as the study and representation of people, culture, and society. Our approach will be post-positive and interpretive, with attention to the social stakes of ethnographic research and methodology writ large. We begin the semester by looking at the history of ethnographic methodologies in anthropology and sociology, and then examine efforts to decolonize ethnography. We then read several examples of decolonial, feminist, or otherwise critical ethnographic research related to marginalized or minoritized groups in the U.S. -- such as undocumented migrants from Latin America, formerly unhoused Black girls, Diné fighting resource extraction on the reservation, and Cambodian refugees in the Bronx -- along with articles that illuminate issues of power, observation, consent, and representation in ethnographic research. Through readings, discussion, and engagement in ethnographic exercises, students will gain familiarity with the different phases or components of conducting ethnographic research, while also considering different styles of ethnographic production, including creative work. While this course is designed to look specifically at ethnographic directions that intersect with the interdisciplinary field of American Studies, it is open to any student interested in the study of pressing social issues (such as the prison-industrial complex, refugee resettlement, and drug addiction) and creating communities of mutual care and solidarity for surviving, fighting, and quite possibly, solving them.

Requirements/Evaluation: Weekly: Average 75 pages of reading; participation in class discussions. Every 3-4 weeks: research assignments. Once per semester: group presentation. End of semester: one 5-page paper.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Enrollment preferences if over enrolled: AMST majors, students seeking methods courses
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course covers ethnographic approaches to understanding social relations and cultural processes, with particular attention to scholarship in which power relations, structural analysis, and race and gender are central.
Attributes: AMST Space and Place Electives

Spring 2022
SEM Section: 01 MR 1:10 pm - 2:25 pm Jan Padios

AMST 202 (F)(S) Introduction to Racial Capitalism (DPE) (WS)
Cross-listings: AMST 202 AFR 209

Primary Cross-listing
The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"—which rejects treatments of race (and racism) as external to the so-called real workings of capitalism—as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Economic Development Studies Electives

Fall 2021
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:** Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

**Prerequisites:** none

**Enrollment Limit:** 19

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

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

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)--written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next.

**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 2022

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

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

Fall 2021

SEM Section: 01  TR 11:20 am - 12:35 pm  Eli Nelson

AMST 217  (F) Women and Girls in (Inter)National Politics  (DPE)

Cross-listings: AFR 217  INTR 219  WGSS 219  AMST 217  LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2021
AMST 237 (S) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: REL 237 AFR 237 AMST 237

Secondary Cross-listing

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

Requirements/Evaluation: regular reading responses, midterm essay, final exam/essay

Prerequisites: none

Enrollment Limit: 20

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

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 237 (D2) AFR 237 (D2) AMST 237 (D2)

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2022

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

AMST 242 (S) Americans Abroad (DPE)

Cross-listings: COMP 242 ENGL 250 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 and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.
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

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) 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 2022

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

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

Cross-listings: HIST 265 ENVI 246 AMST 245

Secondary Cross-listing

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

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition,Food Security+Environmental Health

Fall 2021
This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

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

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

Fall 2021

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people.

This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices ‘make a future’ (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

Class Format: Hybrid online/in-person

Requirements/Evaluation: Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

Prerequisites: None
**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**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 260 (D2) WGSS 262 (D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

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

Fall 2021

SEM Section: 01 TR 9:55 am - 11:10 am Margaux L Kristjansson

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

**Cross-listings:** ANTH 305 WGSS 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

**Expected Class Size:** 12

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

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

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

ANTH 305 (D2) WGSS 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

Spring 2022

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

**AMST 308 (S) Angela Davis: Political Theory, Activism, and Alliances** (DPE) (WS)
Cross-listings: LEAD 319  PSCI 376  INTR 320  AMST 308

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

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

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:
LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2022

SEM Section: 01  M 7:00 pm - 9:40 pm  Joy A. James

AMST 321 (F) Unsettled Futures: Time, Crisis, and Science Fiction from the Margins (DPE)

Cross-listings: AMST 321 STS 321

Primary Cross-listing

Societies around the globe are now confronting a triple crisis that threatens not only political orders but also the very existence of certain forms of life: (1) financial collapse(s) that have increased the awareness and severity of mass inequality, (2) climate change and mass extinctions, and (3) the rise of white supremacy and ethno-nationalisms that threaten BIPOC lives and representative democracies. These material and political challenges have depleting many of the cultural resources that enable imagining non-apocalyptic futures. Yet, these crises are not novel. Many groups in the periphery--geographic, economic, and cultural--were and are already living through the uneven distribution of the apocalypse. Science fiction (SF) has emerged as a privileged symbolic field for the expression of hopes and anxieties that drive both culture and tech industries. Whether seen as a form of productive pessimism or liberatory theory, SF from the margins is deployed as a political tool for enacting change in the present. In this course, we will survey the history of SF as a variable and theoretical orientation constituted through the unfolding of uneven global encounters. We will analyze SF in the Cold War, Anthropocene, decolonization movements, and postcolonial and Indigenous landscapes, reading major works in SF and science and technology studies (STS) that address the politics of crisis, apocalypse, and global futures. In addition to novels and short stories, this course will incorporate film, graphic novels, music videos, video games, and other science fiction subgenres.

Requirements/Evaluation: Class discussion, approximately 10 pages of creative writing, 5 page analysis paper of your classmate's creative writing, final paper or project (5-8 page paper or equivalent)

Enrollment Limit: 15

Enrollment Preferences: Students who have taken American Studies 101 and/or Science and Technology Studies 101

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 321 (D2) STS 321 (D2)

Difference, Power, and Equity Notes: This course examines the racial, ethnic, gendered, and sexed dimensions of science fiction and traces how marginalized people have imagined the future amidst an atemporal and unfolding apocalypse. Students will work with postcolonial, Indigenous, queer, and critical race media concerning the future, and will gain the skills needed to read political orders and crises through the lens of the margin.

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

Fall 2021

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

AMST 332 (F) (De)colonial Ecologies (DPE) (WS)

Cross-listings: AFR 347 AMST 332 ENVI 332

Primary Cross-listing

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.


Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

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:
AFR 347 AMST 332 ENVI 332

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2021
AMST 342  (S)  Race, Development, and Food Sovereignty  (DPE) (WS)

Cross-listings:  AFR 349  ENVI 349  AMST 342

Primary Cross-listing

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.


Prerequisites:  AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit:  15

Enrollment Preferences:  AMST, AFR, ENVI

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:

AFR 349 (D2)  ENVI 349 (D2)  AMST 342 (D2)

Writing Skills Notes:  One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes:  The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Spring 2022

SEM Section: 01  TF 2:35 pm - 3:50 pm  Hossein Ayazi

AMST 350  (F)  Black Masculinities  (DPE)

Cross-listings:  AMST 350  ENGL 375  AFR 331  WGSS 318

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and
constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors
Expected Class Size: 14
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 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

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

Fall 2021
SEM Section: 01  W 7:00 pm - 9:40 pm  Kai M. Green

AMST 351  (F)  Queer Tongues & Lavender Linguistics  (DPE)
Cross-listings: ANTH 350  AMST 351  WGSS 350
Secondary Cross-listing
This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA “change charts.” We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called “gay voice,” the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytale stories. We also read several linguistic anthropologists’ ethnographies of queer communities’ language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures
Prerequisites: None; prior coursework in WGSS may be helpful, but is not required
Enrollment Limit: 15
Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)
Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2021

SEM Section: 01  W 1:10 pm - 3:50 pm  Gregory C. Mitchell

AMST 352  (S) Global Health in the Transpacific  (DPE)

Cross-listings:  AMST 352  ASIA 352  STS 311

Secondary Cross-listing

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

Requirements/Evaluation: Reading responses, two short review essays, and one seminar paper

Prerequisites: Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

Enrollment Limit: 12

Enrollment Preferences: Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

Expected Class Size: 12

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

Distributions: (D2)  (DPE)

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

AMST 352 (D2) ASIA 352 (D2) STS 311 (D2)

Difference, Power, and Equity Notes: This course examines the inequalities that shape global health interventions.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022

SEM Section: 01  MR 2:35 pm - 3:50 pm  Shoan Yin Cheung

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

Cross-listings:  STS 353  AMST 353

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)

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

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

Spring 2022

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

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

Cross-listings: HIST 381  AMST 381

Secondary Cross-listing

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

Requirements/Evaluation: two-5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: If the class is over-enrolled, History majors will be given preference.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 381 (D2) AMST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present. In the Spring of 2022, History majors may take this course for 400-level seminar credit with permission from the instructor. The workload will be increased for those students.

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

Spring 2022

LEC Section: 01  TF 1:10 pm - 2:25 pm  Scott Wong
AMST 384 (F)  Selected Topics in Asian American Studies  (DPE)
Cross-listings:  ASIA 384  AMST 384  HIST 384

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

Requirements/Evaluation:  papers
Prerequisites:  none; open to all
Enrollment Limit:  25
Enrollment Preferences:  seniors first, then anyone
Expected Class Size:  20
Grading:  no pass/fail option,  yes fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 384 (D2) AMST 384 (D2) HIST 384 (D2)

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

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

Fall 2021
LEC Section: 01  MR 2:35 pm - 3:50 pm  Scott  Wong

AMST 401  (S)  Policing Nations: Indigenous Nations and the Carceral State  (DPE)
This course examines the birth of the prison on Indigenous lands - how the settler carceral state emerged from the legal and political architectures of conquest as well as from Transatlantic slavery. It examines the continuities between the prison, the reservation, the barracks, the plantation, Boarding Schools and foster homes as modes of incarcerating Indigenous life and movements for liberation. To do so, we will be engaging with Indigenous legal theory, movements, and writings on the carceral state, including writings from incarcerated Indigenous intellectuals, Boarding School and foster care survivors, and feminists. Our approach will be rooted in the interdisciplinary practices of Native American and Indigenous Studies, American Studies, legal studies and political theory. This course strives to provide a history of the present through examining the relations, structuring presuppositions, discourses and material edifices of conquest and genocide on Turtle Island and for Indigenous nations in settler states across the globe. We will end by thinking with Indigenous feminist mappings of abolition and futures beyond the prison house of the settler state. The pedagogical aims of this course will be to illustrate the role of conquest, anti-Indigeneity and settler law in producing the contemporary prison system, and to introduce students to the broad canon of Indigenous legal theory and Indigenous legal traditions that do not proceed from carceral premises. It will aim to facilitate skills in primary source analysis, in proficiency with legal theory, in independent research, and critical analysis of different forms of the carceral state.

Requirements/Evaluation:  Final Paper: 40%; Weekly Reading Responses 30%; Participation 10%; Seminar Presentations: 20%
Prerequisites:  At least one of the following: AFRI 234; AMST/AFR 209; AFRI 210; AFR 318:AMST 142; AMST 146; AMST 260; INTR 220/AMST 201; INTR 320/LEAD 319; AMST 356; PSCI 210; INTR/AFR 340
Enrollment Limit:  25
Enrollment Preferences:  AMST Majors;
Expected Class Size:  20
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes:  This course centers upon the ways that the power is exercised through the prison industrial complex (PIC), education and child protective systems, particularly as it pertains to the way this power has impacted Native American communities, people and nations; it is concerned with understanding the roots of social difference and how Indigenous activists have confronted these institutions.

Attributes:  AMST 400-level Senior Seminars  JLST Interdepartmental Electives
AMST 404 (F) New Works in Asian American Studies (DPE)
In this seminar, we will consider recent and/or recently intensifying debates, conversations, and intellectual directions in Asian American Studies. Topics may include white settler colonialism; indigeneity, the Pacific, and the transpacific; refugee experiences; media, including video games; political participation, conservativism, and religion; affirmative action; sexual violence; mental health; and comparative and relational racialization. We will also consider some new works of Asian American film and literature, and the criticism it generates. Course material will focus on scholarship that critically engage race, gender, sexuality, indigeneity, and/or disability as key terms. Students will be asked to develop a final project or paper based on one of the topics or books covered in the course. Students will gain an understanding of the field's recent concerns but also become familiar with the broader political, social, and cultural contexts from which they emerge.

Requirements/Evaluation: In-class participation, weekly papers, one in-class presentation of the reading, final paper (10-12 pages of scholarly work or criticism) or final project (interview with an author or art work may be an option)
Prerequisites: AMST125 (Introduction to Asian American Studies) or equivalent from another unit e.g. WGSS
Enrollment Limit: 12
Enrollment Preferences: Senior American Studies majors; juniors or seniors with demonstrated interest in Asian American Studies (especially previous coursework)
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: This course is organized around Asian American scholarship that foregrounds systems of power and hierarchies of identity. Students will consider how Asian American experiences throughout the history of the U.S. are shaped by uneven and often unjust processes, such as war or economic liberalism, and aspects of identity, such as race, indigeneity, gender/sexuality, class, and religion.
Attributes: AMST 400-level Senior Seminars

Fall 2021

AMST 468 (F) Race, Empire, and the Birth of the American Century (DPE)
Cross-listings: HIST 468 AMST 468
Secondary Cross-listing
This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.
Requirements/Evaluation: a series of weekly papers and a final research paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: must be a History or American Studies major
Expected Class Size: 15-19
Grading: no pass/fail option, no fifth course option
Unit Notes: History department senior seminar
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 468 (D2) AMST 468 (D2)
Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans,
Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

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

Fall 2021
SEM Section: 01  W 1:10 pm - 3:50 pm  Scott Wong

ANTH 101 (F)(S) How To Be Human  (DPE)
Is there such a thing as 'human nature'? 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.

Fall 2021
LEC Section: 01  MW 11:00 am - 12:15 pm  Peter Just
Spring 2022
LEC Section: 01  TR 11:20 am - 12:35 pm  Joel Lee

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
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 2022
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

Fall 2021
TUT Section: T1    TBA     Kim Gutschow

ANTH 305  (S)  The Gay Menagerie: Gay Male Subcultures  (DPE)
Cross-listings: ANTH 305  WGSS 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:

ANTH 305 (D2) WGSS 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

Spring 2022

ANTH 337 (F) Race, Sex & Gender in Brazil (DPE)

Cross-listings: ANTH 337 WGSS 337

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 7

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

Expected Class Size: 7

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

Materials/Lab Fee: The cost of the winter study travel portion is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student.
Distributions: (D2) (DPE)

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

ANTH 337 (D2) WGSS 337 (D2)

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

Attributes: GBST Latin American Studies Electives  LATS Countries of Origin + Transnationalism Elect

Fall 2021

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

ANTH 350  (F)  Queer Tongues & Lavender Linguistics   (DPE)

Cross-listings: ANTH 350  AMST 351  WGSS 350

Secondary Cross-listing

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairyttales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

Prerequisites: None; prior coursework in WGSS may be helpful, but is not required

Enrollment Limit: 15

Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)

Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2021

SEM Section: 01    W 1:10 pm - 3:50 pm     Gregory C. Mitchell

ANTH 371  (F)  Medicine and Campus Health in Disruptive Times   (DPE) (WS)

Cross-listings: STS 370  WGSS 371  ANTH 371

Primary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques
such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

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:

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

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

Difference, Power, and Equity Notes: This class examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to `improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2021

SEM Section: 02 Cancelled

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

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

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

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 12

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: 12

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
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: 15

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 2022

SEM Section: 01 TR 8:30 am - 9:45 am Saadia Yacoob

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

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

Class Format: course offered remotely

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

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 19

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

Expected Class Size: 8
Writing Skills Notes: In addition to the weekly writing assignments of 400-word essays, students will produce four portfolios that will involve a careful process of revisions. Each portfolio will include a series of critical reflections on graphic novels and visual storytelling in Arabic. The portfolio will be based on rigorous research in Arabic recourses, summary and essays that can range to 800 words.

Difference, Power, and Equity Notes: As a content course, ARAB 302 will focus on graphic novels, graffiti and caricature in contemporary Arab visual culture. Most of the texts assigned will address the particularity of political language involved in this form and its popularity among Arab youth (and adults) as a cultural expression of dissent. The selected texts will also expose students to stories about class struggle, gender inequality, the social struggles of immigrants and refugees.

ARAB 303 (S) Food in the Middle East: A History (DPE)

Secondary Cross-listing

In this course we examine the rich culinary history of the Middle East first among the three major religions in the region (Judaism, Christianity, and Islam), then during the time of major Islamic Empires such as the Abbasids and Ottomans, and finally in the modern period. Using an array of primary and secondary sources, we explore the social, religious, literary, and economic place of food. We will study the consumption of an attitudes toward specific foodstuffs, gauging the medicinal and culinary value of spices, the historical taboos against drinking coffee and alcohol, and the dispute over various dishes within modern nationalist constructions. We will also investigate how Middle Eastern peoples from different ethnic, geographic, and religious backgrounds have historically used food to express their distinct cultural, national, and gendered identities.

Requirements/Evaluation: attendance, participation, map exercise, leading discussion, 3 short essays, final paper/research project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: History and Arabic Studies majors, seniors
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:
ARAB 303 (D2) HIST 303 (D2)

Difference, Power, and Equity Notes: This course explores a variety of themes within Middle Eastern food history and their implications to different religious communities, genders, and/or socio-economic groups, across a large swath of time. Students will be asked to explore these topics in class discussions and writing assignments, using multiple comparative perspectives.

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

ARAB 340 (F) Arab Women Memoirs: Writing Feminist History (DPE) (WS)

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss
related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

**Requirements/Evaluation:** Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

**Difference, Power, and Equity Notes:** Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

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

---

**ARAB 370 (S) Archives of Global Solidarity: Records of Collective Memory of Emancipation** (DPE) (WS)

Departing from the Arabic notions of *takaful* and *taddamun* as interlinked expressions of social and political solidarity, this course seeks to investigate the textual and visual cultural production of solidarity in the Arabic-speaking world. While both terms have informed the shaping of modern Arab politics in the mid 20th century--from the birth of the socialist state to the rise of pan-Arabism--their instrumentalization as key principles of internationalism, Third Worldism, trans-nationalism, and global camaraderie since the 1990s is parallel to the emergence of social movements and popular resistance across the Middle East, North Africa and beyond. What is the meaning of solidarity and how it mobilized collective emancipation is the guiding question of this course. To interrogate this question we will read novels, poems, memoirs, labor unions and feminist manifestos, and essays that feature multidirectional solidarity and alliance building across borders of East-East and South-South. We will also examine visual and digital archives that documents particular historical moments that marked a turning point of global solidarity, such as the Spanish Civil War, the Cuban Revolution, the Algerian War, the Prague Spring, the Palestinian Intifada, the Zapatista Uprising, and most recently, the Arab Uprisings. As we approach these historical moments through a variety of texts and genres, we will identify encounters between activists and writers who established cross-regional movements and the cultural exchange between artistic collaborations.

**Requirements/Evaluation:** Students will write five responses to partner's papers (2 pages long); two 5-7 pages paper discussing aspects of the readings; one 10-minutes oral presentation of a reflection on digital solidarity, and a final poster project on archiving global solidarity.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This tutorial will be aimed at first year and second year students interested in majoring in Arabic Studies, and/or concentrating in Comparative Literature and Global Studies.

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will engage a variety of writing forms, including weekly response papers to their tutorial partner, a research final paper, an outline for an oral presentation, a reflection on digital media and a design of a poster. Throughout this process, they will receive oral and written feedback and work with revisions. The interdisciplinary material that will be covered in the tutorial will also require the production of distinct formats of writings and research skills.

**Difference, Power, and Equity Notes:** South-South and East-East encounters during the 1960s in the writings of contemporary Arab writers and activists resisting dictatorship and police states is the core of this tutorial. Students will gain a deeper understanding of DPE through a close
examination of the triangulation of colonial boundaries, postcolonial states, and imperialist domination that shape the context of global solidarity in the Arab world and beyond.

Spring 2022
TUT Section: T1   TBA   Amal Eqeiq

ARAB 401  (F) Topics in Advanced Arabic: Contemporary Arab Cinema  (DPE)  (WS)
The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: The course will be offered remotely (Final course format to be determined closer to the semester)
Requirements/Evaluation: class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.
Prerequisites: ARAB 302 or equivalent.
Enrollment Limit: 19
Enrollment Preferences: if the course is overenrolled, preference will be given to Arabic majors.
Expected Class Size: 5-7
Grading: no 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, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. 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. 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 these societies as positioned in a region torn by political, social, and religious conflicts.
Attributes: FMST Core Courses

Fall 2021
SEM Section: 01   TR 9:55 am - 11:10 am   Lama Nassif

ARTH 103  (S) East Asian Art  (DPE)
Cross-listings: ASIA 103  ARTH 103
Primary Cross-listing
This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through thematic units, we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange of ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia’s past? These fundamental questions guide our discussion. Through this course, you will learn to think critically about shared and diverse human experiences across cultures and historical periods. We will also discuss the historiography of East Asian art and analyze why certain types of objects were historically underrepresented in museum spaces and academic scholarship. Artworks from the Williams College Museum of Art and Special Collections also form an integral part of the course.
Requirements/Evaluation: attendance, class participation, worksheets, visual analysis paper (2-3 pages in length), midterm and non-cumulative final exam, virtual exhibition project and presentation
Prerequisites: none
Enrollment Limit: 30

Enrollment Preferences: Open to all students regardless of 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:

ASIA 103 (D1) ARTH 103 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

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

Spring 2022

LEC Section: 01 TR 9:55 am - 11:10 am Carolyn J. Wargula

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

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

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

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

Prerequisites: none

Enrollment Limit: 90

Enrollment Preferences: First preference: senior art majors who need a 100-level course to fulfill their major requirements. Second preference: first- and second- year undeclared students.

Expected Class Size: 90

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 2021

CON Section: 06 F 1:10 pm - 2:25 pm

LEC Section: 01 TR 9:55 am - 11:10 am Michelle M. Apotsos
ARTH 210  (F)  Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present  (DPE)
This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

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

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and 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 2021
LEC Section: 01  TR 11:20 am - 12:35 pm  Mari Rodriguez Binnie

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 2021
SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

ARTH 247 (S) 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: 20
Enrollment Preferences: Students planning to major in Art History, Art History and Studio Art majors, then any interested student
Expected Class Size: 20
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

Spring 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm

ARTH 311 (S) Women and Art in East Asia (DPE)

Cross-listings: ARTH 311 ASIA 311

Primary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, and embroidery. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of aristocratic women, and artworks by modern and
contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: attendance, class participation and discussion, 5 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 8-10-page final research paper (written in stages over the semester including a 10-15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History, Asian Studies, Chinese, or Japanese majors, but open to all

Expected Class Size: 10

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

Distributions: (D1) (DPE)

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

ARTH 311 (D1) ASIA 311 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project.

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Carolyn J. Wargula

ARTH 315 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)

Cross-listings: GERM 314 WGSS 344 ARTH 315

Primary Cross-listing

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape—from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art History majors, German majors, then any interested student

Expected Class Size: 12

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

Distributions: (D1) (DPE)

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

GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)
Difference, Power, and Equity Notes: Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Spring 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Alena J Williams

ARTH 561 (F) 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, as well as of decolonizing museums; the complex dynamics of collaboration; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Class 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 field trips to museums, libraries, and archives with pertinent collections.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project

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 will be 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

Fall 2021
SEM Section: 01 R 10:00 am - 12:50 pm Christine DeLucia

ASIA 103 (S) East Asian Art (DPE)

Cross-listings: ASIA 103 ARTH 103

Secondary Cross-listing
This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through thematic units, we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange of ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, you will learn to think critically about shared and diverse human experiences across cultures and historical periods. We will also discuss the historiography of East Asian art and analyze why certain types of objects were historically underrepresented in museum spaces and academic scholarship. Artworks from the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Requirements/Evaluation:** attendance, class participation, worksheets, visual analysis paper (2-3 pages in length), midterm and non-cumulative final exam, virtual exhibition project and presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of 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:

**ASIA 103 (D1) ARTH 103 (D1)**

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

**Attributes:** ARTH pre-1800 Courses  GBST East Asian Studies Electives
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 2022
TUT Section: T1 TBA Man He

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 2021
TUT Section: T1 TBA Kim Gutschow
ASIA 311 (S) Women and Art in East Asia (DPE)

Cross-listings: ARTH 311 ASIA 311

Secondary Cross-listing
For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, and embroidery. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of aristocratic women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: attendance, class participation and discussion, 5 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 8-10-page final research paper (written in stages over the semester including a 10-15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History, Asian Studies, Chinese, or Japanese majors, but open to all

Expected Class Size: 10

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 311 (D1) ASIA 311 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project.

Spring 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Carolyn J. Wargula

ASIA 316 (S) Feeling Queer and Asian (DPE)

Cross-listings: COMP 313 ASIA 316 WGSS 316

Secondary Cross-listing
This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianess? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses (350 words max), short analytical essay (4-5 pages), and creative final project (e.g. poem, epistolary letter, syllabus soundtrack) (5-8 pages)

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)

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

COMP 313 (D1) ASIA 316 (D2) WGSS 316 (D2)

Difference, Power, and Equity Notes: This interdisciplinary seminar centers the interconnected constructions of race, ethnicity, gender, sexuality, and nation as they give shape to Asian American and Asian diasporic sexuality studies.

Spring 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm    Vivian L. Huang

ASIA 352  (S)  Global Health in the Transpacific  (DPE)

Cross-listings: AMST 352  ASIA 352  STS 311

Secondary Cross-listing

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

Requirements/Evaluation: Reading responses, two short review essays, and one seminar paper

Prerequisites: Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

Enrollment Limit: 12

Enrollment Preferences: Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 352 (D2) ASIA 352 (D2) STS 311 (D2)

Difference, Power, and Equity Notes: This course examines the inequalities that shape global health interventions.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm    Shoan Yin Cheung

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

Cross-listings: ASIA 384  AMST 384  HIST 384

Secondary Cross-listing

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

Requirements/Evaluation: papers

Prerequisites: none; open to all
Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

ASIA 384 (D2) AMST 384 (D2) HIST 384 (D2)

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

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

Fall 2021

LEC Section: 01 MR 2:35 pm - 3:50 pm Scott Wong

BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Primary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology and the tropical environment. Each section provides the science behind the issues and ends with possible solutions. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing diversity 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 climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: 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:

BIOL 134 (D3) ENVI 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 EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2021
CHIN 253 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: COMP 254 CHIN 253 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted in person.

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

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

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 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022

SEM Section: 01 MR 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 2022

TUT Section: T1 TBA Man He

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106 COMP 107

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 16
Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

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

RLFR 106 (D1) COMP 107 (D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2022
SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

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:

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 2021
SEM Section: 01 TR 9:55 am - 11:10 am Zaid Adhami

COMP 230 (S) 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

Spring 2022

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

COMP 242 (S) Americans Abroad (DPE)

Cross-listings: COMP 242 ENGL 250 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 and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture—American or foreign.

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
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) 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, reimvent 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 2022

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

COMP 254 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: COMP 254 CHIN 253 WGSS 255

Secondary Cross-listing

From early modern anxieties about China’s status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers’ analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fications, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted in person.

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

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

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 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Attributes: PHLH Bioethics + Interpretations of Health
COMP 258 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: REL 276  COMP 258

Secondary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosia, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnoosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history

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 276 (D2) COMP 258 (D1)

Difference, Power, and Equity Notes: This course situates “gnosis” as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates “gnostic” epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2022

LEC Section: 01   MR 1:10 pm - 2:25 pm   Denise K. Buell

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 2021**
SEM Section: 01    TR 11:20 am - 12:35 pm     Katarzyna M. Pieprzak

**COMP 273 (S) Detectives Without Borders (DPE) (WS)**
**Cross-listings:** ENGL 273 COMP 273 GBST 273

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and English majors

**Expected Class Size:** 15

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

**Unit Notes:** COMP core course

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

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 273 (D1) COMP 273 (D1) GBST 273 (D2)

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

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

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

**Spring 2022**
SEM Section: 01    TF 1:10 pm - 2:25 pm     Michele Monserrati

**COMP 292 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)**
**Cross-listings:** RLFR 202 COMP 292 WGSS 201

**Secondary Cross-listing**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor
war!” From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the “War on Terror.” Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers (of 3-5 pages each)

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 16

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: 16

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

Distributions: (D1) (DPE)

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

RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Fall 2021

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

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 2022

TUT Section: T1 TBA Man He

COMP 303 (F) Embodied Archives: Global Theatre & Performance Histories (DPE)

Cross-listings: THEA 301 COMP 303

Secondary Cross-listing

What is the past good for? Why study theatre history now? What do the archival performance traditions, practices, and sources of yesterday have, if anything, to offer the theatre artists of today and tomorrow? Digging into these questions, this combined studio/seminar course will introduce students to major global theatre and performance histories by considering how they've been taken up--adapted, appropriated, recycled, critiqued, and re-appropriated--by artists working in the field now. Why does dramatist Luis Alfaro return to Sophocles' Electra to tell a story about the experiences of Chicano communities in L.A.? What does the playwright Branden Jacobs-Jenkins find compelling about the allegorical performances of English Medieval theatre? What role does traditional Korean dance ritual play in the experimental theatre of artist Young Jean Lee? How have collaborators at New York's Public Theater sought to re-vitalize Shakespeare's works through community-driven practices? Through comparative pairings such as these, we will study and draw inspiration from the ways contemporary dramatists, makers, directors, and performers have approached the theatrical forms and performance practices of the past in the effort to create new perspectives on the present. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they are shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. As a final creative project, students will adapt, critique, or re-appropriate a source material of their own choosing. 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: journal writing and active participation in class; a midterm creative adaptation project and accompanying "research casebook"; participation as discussion leader for one class; and a final creative adaptation or performance project and accompanying "research casebook."

Prerequisites: For Theatre majors: any 100 or 200-level theatre course.

Enrollment Limit: 16

Enrollment Preferences: Theatre majors; Comparative Literature majors

Expected Class Size: 8-10

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

Distributions: (D1) (DPE)

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

THEA 301 (D1) COMP 303 (D1)

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.
COMP 313  (S)  Feeling Queer and Asian  (DPE)

Cross-listings:  COMP 313  ASIA 316  WGSS 316

Secondary Cross-listing

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Requirements/Evaluation:  in-class participation, partnered presentation, weekly reading responses (350 words max), short analytical essay (4-5 pages), and creative final project (e.g. poem, epistolary letter, syllabus soundtrack) (5-8 pages)

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  WGSS 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:
COMP 313 (D1)  ASIA 316 (D2)  WGSS 316 (D2)

Difference, Power, and Equity Notes: This interdisciplinary seminar centers the interconnected constructions of race, ethnicity, gender, sexuality, and nation as they give shape to Asian American and Asian diasporic sexuality studies.

Spring 2022

SEM Section: 01    MR 2:35 pm - 3:50 pm     Vivian L. Huang

COMP 336  (S)  The Banlieue in Literature, Music, and Film  (DPE) (WS)

Cross-listings:  RLFR 300  COMP 336  AFR 339

Secondary Cross-listing

The banlieue looms large in the French collective imagination. From its origins in medieval law, the term banlieue at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the banlieue in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film La haine, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the banlieue reimagining and reframing the banlieue? What do current depictions of banlieues in the French media tell us about the State, French politics, and the state of French politics? What do "banlieue films" and "banlieue lit" tell us about the banlieue? In this course, conducted in French, we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Requirements/Evaluation:  3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

Prerequisites:  RLFR 105 and above

Enrollment Limit:  14

Enrollment Preferences:  French majors and certificate students , Africana and Comparative literature students

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:
RLFR 300 (D1) COMP 336 (D1) AFR 339 (D2)

Writing Skills Notes: To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

Difference, Power, and Equity Notes: This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

Attributes: FMST Core Courses

Spring 2022
SEM Section: 01   MW 11:00 am - 12:15 pm   Sophie F. Saint-Just

ECON 107  (F) Inequality in a Classless Society: The Soviet Experiment and its Aftermath  (DPE)

Cross-listings: ECON 107  SOC 217

Primary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with, justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

Requirements/Evaluation: Class participation; small writing assignments and research exercises; and a final research project

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: 1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

Expected Class Size: 19

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

Unit Notes: This course cannot count toward the ECON major. It may be taken for the SOC major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 107 (D2) SOC 217 (D2)

Difference, Power, and Equity Notes: The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Fall 2021
SEM Section: 01   MR 1:10 pm - 2:25 pm   Steven E. Nafziger, Olga Shevchenko

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

Cross-listings: ENVI 234  ECON 204

Primary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize
the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion
Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 234 (D2) ECON 204 (D2)

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

Spring 2022
LEC Section: 01 M 7:00 pm - 9:40 pm Michael Samson

ECON 218 (S) Markets, Distrust, and History (DPE)
Cross-listings: GBST 218 ECON 218

Primary Cross-listing
Global markets connect strangers: people of different races, religions, and classes. There are huge profits from such economic contact, but there are also risks: of being cheated, deceived, or coerced. This course examines how global markets have evolved over the past five hundred years using insights from the economics of incentives (principal-agent models, contracts, mechanism design). Case studies will cover: the spice trade and conflict in the Indian Ocean (early 16th century), capital markets and fraud in Amsterdam and London (17th and 18th century), the coffee trade and deception in Mocha and Java (18th and 19th), slavery and its abolition in Brazil (20th), colonial control and resistance in Kenya (21st), and the constraints on “fair trade” in Nicaragua and US (present). Required readings for this class will be sixty or more pages per week, and will include historical case studies, excerpts from novels, and reportage.

Requirements/Evaluation: Students will be evaluated based on class participation, weekly assignments, a midterm, and a final.
Prerequisites: Econ 110
Enrollment Limit: 25
Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 218 ECON 218 (D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.
ENGL 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: AMST 105 ENGL 105 WGSS 105

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

Attributes: AMST Arts in Context Electives

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: 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 2021

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

ENGL 208 (S) Designer Genes (DPE) (WS)

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

Secondary Cross-listing

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

Requirements/Evaluation: Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies, American Studies, English 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:
ENGL 208 (D1) STS 208 (D2) AMST 206 (D2) WGSS 208 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly pf discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)--written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between improvements to improve the next.

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 2022

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

ENGL 228 (S) 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

### Spring 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. 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 2021

**SEM Section:** 01  **MW 9:30 am - 10:45 am**  **Ned G. Schaumberg**

**Spring 2022**

**SEM Section:** 01  **MW 9:30 am - 10:45 am**  **Ned G. Schaumberg**
ENGL 250 (S) Americans Abroad (DPE)

Cross-listings: COMP 242 ENGL 250 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 and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

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

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) 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 2022

SEM Section: 01 MW 11:00 am - 12:15 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 2021

LEC Section: 01   W 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

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 2021

SEM Section: 01   TR 9:55 am - 11:10 am   Zaid Adhami

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

Cross-listings: ENGL 273 COMP 273 GBST 273

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

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

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

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

ENGL 273 (D1) COMP 273 (D1) GBST 273 (D2)

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2022

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

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 Nuyoricans, Cubanos, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries’ most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject’s political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture—from the city to the campo to the cultural in-between of the border.

Requirements/Evaluation: Active participation in in-class and online discussion, four 4-5 page essays, weekly reading responses, 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. Reading-response prompts will be geared towards helping students practice writing and analysis skills. Students may also be asked to attend occasional 1-on-1 meetings with instructor to discuss writing.

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 2021
SEM Section: 01 TF 1:10 pm - 2:25 pm Matthew Gonzales

ENGL 375 (F) Black Masculinities (DPE)
Cross-listings: AMST 350 ENGL 375 AFR 331 WGSS 318

Secondary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men¿s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors
Expected Class Size: 14
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 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

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

Fall 2021
SEM Section: 01 W 7:00 pm - 9:40 pm Kai M. Green

ENGL 392 (S) Acción Poética: Poetic Art's Critiques of an Americas of Conquest (DPE)
Can poems be thought of as social acts, or as a kind of “acción poética” (poetic action)? What would it mean, in other words, to resituate our understanding of poetry within the realms of speech act theory, performance studies, and the local and global histories of social conflict in the Americas? In this course, we will examine the long history of poetic form in the Americas to trace the emergence of separate, but related poetic experimentalisms, particularly in the literary traditions of modern Latin American and U.S.-Latinx poetry and performance art. Throughout the course, we'll ask what it means to write with and without the body in mind. We'll attend to the embodied forms of poetic expression that emerge prior to the
twentieth century while investigating poetry's articulations of geo-social space in the Americas. Our course will then focus on the vanguard poetries of twentieth-century Latin America (Neruda, Mistral, Vallejo, Zurita, et al.) and on the transcultural modernities of U.S.-Latinx poetry and performance. Through our explorations of poetic forms' encounters with a social history of the Americas, we'll receive a glimpse of what poetry looks like in a world of spiritual, political, ecological, and humanitarian crises. Readings will likely include works by: Gabriela Mistral, Pablo Neruda, Vicente Huidobro, César Vallejo, Raúl Zurita, Cecilia Vicuña, Miguel Algarín, Sandra María Esteves, Willie Perdomo, Julia de Burgos, Emmy Pérez, Gloria Anzaldúa, Lorna Dee Cervantes, Sandra Cisneros, Francisco X. Alarcón, Guillermo Gómez-Peña, Coco Fusco, Laura Aguilar, Asco, Sor Juana Inés de la Cruz, Phillis Wheatley, José Martí, Rubén Darío, Walt Whitman, Emily Dickinson, and more. Although useful, reading knowledge of Spanish is not expected or required; Spanish-language texts will be provided in English translation alongside the original.

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 and those of social conflict in border regions throughout the U.S. Moreover, it invites students to ask what it means to write poetry from the standpoint of various subject positions (as determined by race, class, gender/sexuality, etc.).

Attributes: ENGL Literary Histories C  LATS Countries of Origin + Transnationalism Elect

---

ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134  ENVI 134

Secondary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology and the tropical environment. Each section provides the science behind the issues and ends with possible solutions. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing diversity 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 climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: 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:

BIOL 134 (D3) ENVI 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  EVST Living Systems Courses  GBST African Studies Electives  PHLH Biomedical Determinants of Health

Fall 2021

LEC Section: 01    MWF 11:00 am - 11:50 am     Joan Edwards

ENVI 230  (S) Geographies of Food Justice  (DPE)

Recent scholarship & reporting clearly show inequalities of race, class, & gender in access to adequate, healthy, & culturally appropriate food. Observers often call poor, segregated urban areas food *deserts*, evoking a landscape dominated by fast food & devoid of vegetables. Farmer & food sovereignty activist Leah Penniman instead refers to this as food *apartheid* to emphasize that inequalities in food access are the result of racism and are inseparable from other injustices. Notably, *deserts & apartheid* are both spatial metaphors, referring not only to the environments in which people eat, but also the systems of social, political, & economic power that define those places. This course considers the relationship between food, power, & geography by looking at such places. We ask: How does *where* people eat shape *what* they eat? What can we learn about structural racism & settler colonialism by looking at the diverse sites of food insecurity? How do people experience a globalized food system in uniquely localized ways? How do struggles over land & labor shape the possibilities for justice in the food system? Does it matter where our food is produced? We begin with a critical reevaluation of the concept of food deserts, drawing on works by scholars who question the term's usefulness. Next, we consider indigenous hunting & fishing practices. From the Arctic to the Saint Lawrence River, ancestral practices are undergoing fundamental disruptions from settler colonialism & its effects, which include climate change & toxic contamination. Additional topics include farmworkers, pesticide exposure, migration, free trade, & diet-related disease. We will read works by geographers, anthropologists, sociologists, & journalists, among others. Throughout, we ask how people are enacting food justice & sovereignty on the ground. We listen to those on the frontlines & imagine a world in which their visions are reality.

Requirements/Evaluation:  2-3 short papers on assigned topics, final research paper, class discussion, occasional short oral presentations

Prerequisites:  ENVI 101 or permission

Enrollment Limit:  19

Enrollment Preferences:  Environmental studies majors and concentrators

Expected Class Size:  19

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course considers how race, racism, and class shape access to food. We will discuss accountability within the food movement, and discuss ways to address inequalities in this area.

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

Spring 2022

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

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: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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 2022

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

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

Cross-listings: ENVI 234  ECON 204

Secondary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

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

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

ENVI 234 (D2) ECON 204 (D2)

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

Attributes: ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses
ENVI 246 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265  ENVI 246  AMST 245

Primary Cross-listing

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

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 19

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

Distributions: (D2)  (DPE)

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

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

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  HIST Group F Electives - U.S. + Canada  PHLH Nutrition,Food Security+Environmental Health

Fall 2021

ENVI 250 (F) Environmental Justice (DPE)

Cross-listings: STS 250  ENVI 250

Primary Cross-listing

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

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 12

Enrollment Preferences: juniors, 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:

STS 250 (D2) ENVI 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Fall 2021

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

ENVI 271 (S) Theatre and Environment: Site, Ecology, Utopia (DPE)

Cross-listings: THEA 272 ENVI 271

Secondary Cross-listing

What is theatre's relation to the environment, whether natural or social? How does the site, place, or context of a performance change its meaning? What role does theatre play within grassroots campaigns for climate action, environmental justice, or Indigenous land rights? How can we use theatre, in the words of adrienne maree brown, "practice, in every possible way, the world we want to see?" In this studio course, participants will collaborate in small groups to create and share short performances based on a series of prompts, such as: site, nature, immersion, ecology, biomimicry, and utopia. Acknowledging the deep inequities (racial, gendered, ethnic, class-based) that constitute all human and environmental interaction, we will work to understand how art’s relationship to the environment is itself shaped by the historical legacies of empire and global capitalism. As a contribution to the work of the studio, each student will share independent research on an artist, activist movement, or collective of their choice, such as: Hito Steyerl, Ellie Ga, Marta Rosler, Joan Jonas, Paul Chan, Theaster Gates, Bread and Puppet, Punch Drunk, En Garde Arts, Talking Birds, Rimini Protokoll, Extinction Rebellion, Greenpeace, and others. Critics and theorists considered may include: Allan Kaprow, Augusto Boal, Miwon Kwon, Nick Kaye, Claire Doherty, Donna Haraway, Grant Kester, Nato Thompson, and adrienne maree brown. As a special project in the class, we will collaborate with The Zilkha Center to create a series of performances that engage with topics relevant to the campus community, including climate action and environmental justice. Note: this is a maker's course that invites students to create, develop, perform, and share their work with each other and, in some cases, public audiences.

Class Format: This is a maker-based studio course that requires deep collaboration on the creation, development, and performing of original works of theatre and live art.

Requirements/Evaluation: Creation and presentation of a series of four short performance pieces; leading a 10-minute class discussion; a 15-minute independent oral presentation on a chosen artist or collective; weekly journal writing; deep and active participation and collaboration.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: if overenrolled, preference will be given to Theatre majors and Environmental Studies majors

Expected Class Size: 10-12

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:

THEA 272 (D1) ENVI 271 (D1)

Difference, Power, and Equity Notes: This course interrogates the deep inequities, injustices (racial, gendered, ethnic, and class-based), and power relations that constitute all of humanity's relation with earth's environment, ecosystem, and ecology. Students will not only study artists and collectives engaged with the work of environmental justice, accountability, and action, they will also make such art themselves.
**ENVI 332 (F) (De)colonial Ecologies (DPE) (WS)**

**Cross-listings:** AFR 347 AMST 332 ENVI 332

**Secondary Cross-listing**

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples’ visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**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:

AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

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

---

**ENVI 349 (S) Race, Development, and Food Sovereignty (DPE) (WS)**

**Cross-listings:** AFR 349 ENVI 349 AMST 342

**Secondary Cross-listing**

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen?
Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwinement of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful “agribusiness” corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of “food sovereignty” movements—efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.


Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

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:
AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples’ visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Spring 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm Hossein Ayazi

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 2021

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

GBST 218 (S) Markets, Distrust, and History (DPE)

Cross-listings: GBST 218 ECON 218

Secondary Cross-listing

Global markets connect strangers: people of different races, religions, and classes. There are huge profits from such economic contact, but there are also risks: of being cheated, deceived, or coerced. This course examines how global markets have evolved over the past five hundred years using insights from the economics of incentives (principal-agent models, contracts, mechanism design). Case studies will cover: the spice trade and conflict in the Indian Ocean (early 16th century), capital markets and fraud in Amsterdam and London (17th and 18th century), the coffee trade and deception in Mocha and Java (18th and 19th), slavery and its abolition in Brazil (20th), colonial control and resistance in Kenya (21st), and the constraints on “fair trade” in Nicaragua and US (present). Required readings for this class will be sixty or more pages per week, and will include historical case studies, excerpts from novels, and reportage.

Requirements/Evaluation: Students will be evaluated based on class participation, weekly assignments, a midterm, and a final.

Prerequisites: Econ 110

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

GBST 218 (D2) ECON 218 (D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.
GBST 246 (F) Asian American Performance: Activism and Aesthetics  (DPE)

Cross-listings:  THEA 246  GBST 246  AMST 249

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 12

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

Distributions:  (D2)  (DPE)

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

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

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

Fall 2021

SEM Section: 01  W 1:10 pm - 3:50 pm  Shanti Pillai

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

Cross-listings:  ENGL 273  COMP 273  GBST 273

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

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

Unit Notes: COMP core course

Distributions: (D2) (DPE) (WS)

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

ENGL 273 (D1) COMP 273 (D1) GBST 273 (D2)

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2022

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

GBST 305 (S) A History of Health and Healing in Africa (DPE)

Cross-listings: HIST 305 AFR 304 GBST 305

Secondary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

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: 25

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

Distributions: (D2) (DPE)

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

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2022
GBST 351  (S) The New Left and Neoliberalism in Latin America  (DPE)
Cross-listings: GBST 351  PSCI 351

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

Class Format: discussion then seminar
Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal
Prerequisites: a course on Latin America and a course in Economics or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

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

GBST 351 (D2) PSCI 351 (D2)

Difference, Power, and Equity Notes: The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

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

Spring 2022
LEC Section: 01  MR 1:10 pm - 2:25 pm  James E. Mahon

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 2021  
TUT Section: T1  TBA  Benjamin Twagira  

GERM 314  (S) Underground Berlin: Art, Performance, and Film, 1980s to Present  (DPE)  
Cross-listings:  GERM 314  WGSS 344  ARTH 315  
Secondary Cross-listing  

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape--from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.  

Requirements/Evaluation:  Weekly response papers (1-2 pages); participation in class; one research paper (12-15 pages)  
Prerequisites:  none  
Enrollment Limit:  12  
Enrollment Preferences:  Art History majors, German majors, then any interested student  
Expected Class Size:  12  
Grading:  no pass/fail option,  no fifth course option  
Distributions:  (D1)  (DPE)  

This course is cross-listed and the prefixes carry the following divisional credit:  
GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)  

Difference, Power, and Equity Notes: Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Spring 2022  
SEM Section: 01  W 1:10 pm - 3:50 pm  Alena J Williams
HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: AFR 104  HIST 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 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

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

Enrollment Limit: 15

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

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:

AFR 104 (D2) HIST 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 2022

SEM Section: 01    TR 9:55 am - 11:10 am    Benjamin Twagira

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

**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 2022

SEM Section: 01  MW 11:00 am - 12:15 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 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.

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

---

**Fall 2021**

TUT Section: T1    TBA    Tyran K. Steward

**HIST 205 (F) The Making of Modern Africa** (DPE)

**Cross-listings:** AFR 203  HIST 205

**Primary Cross-listing**

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa's post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and a 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, yes fifth course option

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

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

AFR 203 (D2) HIST 205 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

**Attributes:** AFR Core Electives  GBST African Studies Electives  HIST Group A Electives - Africa

---

**Fall 2021**

LEC Section: 01    TR 11:20 am - 12:35 pm    Benjamin Twagira

**HIST 265 (F) Race, Power, & Food History** (DPE)

**Cross-listings:** HIST 265  ENVI 246  AMST 245

**Secondary Cross-listing**

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

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 19

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

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

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

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

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

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition,Food Security+Environmental Health

---

**HIST 270 (F) Sport and the Global Color Line** (DPE)

**Cross-listings:** HIST 270 LEAD 270 AFR 270

**Primary Cross-listing**

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

**Prerequisites:** None.

**Enrollment Limit:** 40

**Enrollment Preferences:** Open to all students with completion of course admission survey if overenrolled.

**Expected Class Size:** 25

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 270 (D2) LEAD 270 (D2) AFR 270 (D2)

**Difference, Power, and Equity Notes:** This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

Fall 2021
LEC Section: 01    MR 1:10 pm - 2:25 pm    Tyran K. Steward

**HIST 303 (S) Food in the Middle East: A History (DPE)**

**Cross-listings:** ARAB 303 HIST 303

**Primary Cross-listing**

In this course we examine the rich culinary history of the Middle East first among the three major religions in the region (Judaism, Christianity, and Islam), then during the time of major Islamic Empires such as the Abbasids and Ottomans, and finally in the modern period. Using an array of primary and secondary sources, we explore the social, religious, literary, and economic place of food. We will study the consumption of an attitudes toward specific foodstuffs, gauging the medicinal and culinary value of spices, the historical taboos against drinking coffee and alcohol, and the dispute over various dishes within modern nationalist constructions. We will also investigate how Middle Eastern peoples from different ethnic, geographic, and religious backgrounds have historically used food to express their distinct cultural, national, and gendered identities.

**Requirements/Evaluation:** attendance, participation, map exercise, leading discussion, 3 short essays, final paper/research project

**Prerequisites:** none

**Enrollment Limit:** 20

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

**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:

ARAB 303 (D2) HIST 303 (D2)

**Difference, Power, and Equity Notes:** This course explores a variety of themes within Middle Eastern food history and their implications to different religious communities, genders, and/or socio-economic groups, across a large swath of time. Students will be asked to explore these topics in class discussions and writing assignments, using multiple comparative perspectives.

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

Spring 2022
SEM Section: 01    TR 9:55 am - 11:10 am    Febe Armanios

**HIST 305 (S) A History of Health and Healing in Africa (DPE)**

**Cross-listings:** HIST 305 AFR 304 GBST 305

**Primary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages),
presentation, and one research paper (8-12 pages).

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: 25

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and inequities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Benjamin Twagira

HIST 346 (F) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Primary Cross-listing

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

Class Format: discussion

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

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

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 20-25

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course—in all of its readings, discussion, papers—centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions—like the struggles of communities of quilombolas (descendants of runaway or freed slaves)—receive particular attention

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect
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 2021

SEM Section: 01    MW 11:00 am - 12:15 pm    Sofia E. Zepeda

Spring 2022

SEM Section: 01    MW 11:00 am - 12:15 pm    Sofia E. Zepeda

HIST 367  (S)  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

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors

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.

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

Spring 2022

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

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

Cross-listings: HIST 381 AMST 381

Primary Cross-listing

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

Requirements/Evaluation: two-5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: If the class is over-enrolled, History majors will be given preference.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 381 (D2) AMST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present. In the Spring of 2022, History majors may take this course for 400-level seminar credit with permission from the instructor. The workload will be increased for those students.

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

Spring 2022
HIST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: ASIA 384 AMST 384 HIST 384

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

Requirements/Evaluation: papers
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: seniors first, then anyone
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 384 (D2) AMST 384 (D2) HIST 384 (D2)

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

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

Fall 2021
LEC Section: 01 MR 2:35 pm - 3:50 pm Scott Wong

HIST 454 (F) 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, as well as of decolonizing museums; the complex dynamics of collaboration; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Class 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 field trips to museums, libraries, and archives with pertinent collections.
Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project
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 will be 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

---

Fall 2021

SEM Section: 01  R 10:00 am - 12:50 pm  Christine DeLucia

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

**Cross-listings:** HIST 468 AMST 468

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** must be a History or American Studies major

**Expected Class Size:** 15-19

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

**Unit Notes:** History department senior seminar

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

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

HIST 468 (D2) AMST 468 (D2)

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

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

---

Fall 2021

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

**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 2021

TUT Section: T1 TBA Benjamin Twagira

INTR 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 INTR 219 WGSS 219 AMST 217 LEAD 219

Primary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2021
**INTR 320 (S) Angela Davis: Political Theory, Activism, and Alliances** (DPE) (WS)

**Cross-listings:** LEAD 319  PSCI 376  INTR 320  AMST 308

**Primary Cross-listing**

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

**Prerequisites:** Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

**Enrollment Limit:** 19

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

**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:**

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

**Writing Skills Notes:** Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

**Attributes:** AFR Core Electives  AMST Critical and Cultural Theory Electives  PHIL Contemporary Value Theory Courses  PSCI Political Theory Courses

---

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

**Cross-listings:** JWST 249  REL 249

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 30
Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

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:
JWST 249 (D2) REL 249 (D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Spring 2022

SEM Section: 01    TF 1:00 pm - 2:25 pm     Jeffrey I. Israel

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 2021

LEC Section: 01    W 7:00 pm - 9:40 pm     Nelly A. Rosario

LEAD 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 INTR 219 WGSS 219 AMST 217 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
LEAD 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2021
TUT Section: T1    TBA     Joy A. James

LEAD 270  (F)  Sport and the Global Color Line  (DPE)

Cross-listings: HIST 270  LEAD 270  AFR 270

Secondary Cross-listing

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas—like movie theaters, railroads, schools, and other public sites—shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

Class Format: Lecture and discussion.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home midterm essay examinations (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

Prerequisites: None.

Enrollment Limit: 40

Enrollment Preferences: Open to all students with completion of course admission survey if overenrolled.

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

HIST 270 (D2) LEAD 270 (D2) AFR 270 (D2)

Difference, Power, and Equity Notes: This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

Fall 2021
LEC Section: 01    MR 1:10 pm - 2:25 pm     Tyran K. Steward

LEAD 319  (S)  Angela Davis: Political Theory, Activism, and Alliances  (DPE) (WS)

Cross-listings: LEAD 319  PSCI 376  INTR 320  AMST 308

Secondary Cross-listing
This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

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

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:

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

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

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 2021
SEM Section: 01 MW 9:30 am - 10:45 am Ned G. Schaumberg

Spring 2022
SEM Section: 01 MW 9:30 am - 10:45 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.
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 2021

SEM Section: 01    MW 11:00 am - 12:15 pm    Sofia E. Zepeda

Spring 2022

SEM Section: 01    MW 11:00 am - 12:15 pm    Sofia E. Zepeda

MATH 308  (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 pair will carry out a substantial project in one of the following areas: criminal justice, education equity, environmental justice, health care equity, and 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,
mathematics, and computation.

Class Format: This is a research-based tutorial.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

Prerequisites: Across each tutorial pair: 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: 10

Enrollment Preferences: This is a tutorial and hence is capped at 10 students. Students interested in enrolling should contact the instructor as soon as possible. The instructor will ask for a brief statement of interest and selected other information.

Expected Class Size: 10

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

Distributions: (D3) (DPE) (QFR)

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.

Spring 2022

TUT Section: T1  TBA  Chad M. Topaz

MUS 111 (S) Music in Global Circulation (DPE)
(Formerly Music Cultures of the World.) 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, 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

Spring 2022

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

MUS 118 (S) Hearing Race in America, 1890-1955 (DPE)
The rise of Rock 'n' Roll in the mid-1950s has typically been viewed as a temporary confluence in American culture, suggesting possibilities for musical
and racial integration even as various forms of appropriation and exclusion were perpetuated. This course will explore the earlier multiple musical streams that merged at this moment. We will start by engaging with contemporary and historical perspectives on race, adopting a radically interdisciplinary approach. Our focus will then be on several of the most prominent vernacular and commercial forms of American music during this period: ragtime, blues, jazz, rhythm and blues, Tin Pan Alley, country, bluegrass, Tex-Mex/Tejano conjunto, “Latin jazz,” and cajun/zydeco. Prior to the 1950s, these musical styles were segregated, at least in terms of production and marketing. How did racial assumptions and histories shape the creation, dissemination, and reception of this music? Can we hear the multiple ways in which race played out in American music in the first half of the twentieth century?

Class Format: lecture/discussion

Requirements/Evaluation: Evaluation will be based on a 5-page paper, a midterm, a 7-page paper, a final exam, and on class participation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Random selection.

Expected Class Size: 19

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will focus on how racial imagination and systemic racism shaped the creation, marketing, and reception of multiple genres and styles in American popular music from 1890 to 1955. Before embarking on this historical study, we will first become familiar with current theories of race and with dominant American perceptions of race c. 1900. Perceptions of difference (in multiple forms), realities of market power, and issues of artistic and financial equity directly impacted music in this period.

Spring 2022
LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

PHIL 320 (F) Topics in Critical Theory: Subjection, Power, Freedom (DPE) (WS)

Any critical theory presupposes an account how both individual and social subjects come into being. Some critical theorists within the Frankfurt School tradition draw from upon ideas about the constitution of the subject developed in the early 19th century German philosophy of Hegel. According to Hegel, subjects are both historically and socially constituted; they are formed through their relations with other subjects. Hence, being with others, being dependent on others, is regarded as a key structuring feature of human existence. By the early 20th century, in the works of Freud, we encounter the idea of the intra-psychic features of subjects and the importance of understanding and regulating psychic forces both within and between subjects in order to adapt to the demands of living at any given time, born as we are both dependent upon and vulnerable to others. This raises the question whether a more complete account of the emergence of subjects must address both psychic, historical and social dimensions of subjectivity, the ways in which they are intertwined, and their importance for not only psychological well-being, but also relatively well-regulated socio-political relations. In this course we take up questions such as the following: What sorts of subjects do we find in modern Western societies? What are the forces, and the dynamics between forces (i.e., economic, technological, modes of communication, techniques of social control, biological, psychological) that make certain types of subjects possible influencing both their self-understandings and their forms of life? What role do emotional, irrational or unconscious forces play? To what extent do these myriad force relations limit, enable, or deform our participation as political citizens, and our capacity to transform and improve them? In our attempts to make headway in answering such daunting questions, we investigate recent debates in critical theory concerning subjection and resistance, intersubjective recognition and redistribution, social pathologies and the idea of a political unconscious. Readings will be drawn from recent work in the Frankfurt School and poststructuralist traditions of critical theory as well as anti-racist, anti-colonial, feminist and queer theories that draw upon them.

Class Format: We will schedule at least one seminar meeting during the semester. I will consult with students about the best time for this meeting.

Requirements/Evaluation: Evaluation will be based on written work (five 6-7 page papers, and five 2-3 page commentaries on your partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Demonstrated background in history of modern philosophy (PHIL 202), modern political theory, or critical and social theories.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to philosophy majors and prospective majors and students with demonstrated interest and background in critical or social theories.

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

Distributions: (D2) (DPE) (WS)

**Writing Skills Notes:** Students will write five of 5-7 pages in length, one of which they will revise and submit at the end of the term. We will also meet in seminar once or twice during the semester. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback on both the content and form of their papers and contributions in meetings.

**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. In addition, the course will contain readings that address race, class, gender and the legacy of colonialism.

Attributes: PHIL Contemporary Value Theory Courses

---

**PHLH 201 (S) Dimensions of Public Health** (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

**Class Format:** Course will be taught remotely.

**Requirements/Evaluation:** two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion, including on Glow

**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

---

**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 are declaring 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 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 2021

TUT Section: T1 TBA Marion Min-Barron

POEC 287 (F) The Firm (DPE)

Cross-listings: PSCI 287 POEC 287

Secondary Cross-listing

The rise of gigantic tech firms--Google, Apple, Facebook, Amazon--has sparked widespread worries about the role of business power in capitalist democracy. Are these firms monopolies? How can they be better regulated? Should they be? This course studies the politics of business by centering analysis on the firm. From the perspective of the workplace, we investigate the firm as an arena of power, where workers and managers meet each other in continuous contests for control. From the perspective of the public sphere, we investigate the firm as an actor whose power maps uneasily onto the channels of democratic representation. Approaching the firm as both arena and actor in a number of capitalist democracies, we will compare the politics of business across different sectors, but will focus especially on tech and finance.

Requirements/Evaluation: Four short analysis briefs; four short response briefs; one presentation; one final paper; participation

Prerequisites: One introductory course in political science and/or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

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:

PSCI 287 (D2) POEC 287 (D2)

Difference, Power, and Equity Notes: This course studies power through the lens of class, applying that lens to understand how power functions in the employment relationship, as well as the way that firms exercise power in society more generally.

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2021

SEM Section: 01 TR 9:55 am - 11:10 am Sidney A. Rothstein

PSCI 160 (S) 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. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey
stereotypes; 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: eleven essays: five lead, five response, and one statement. The first two weeks’ essays’ grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

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 to write ungraded work; will have a chance to revise submitted work; and will have a chance to 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: POEC International Political Economy Courses  PSCI International Relations Courses

Spring 2022

TUT Section: T1  MWF 8:00 am - 8:50 am  Cheryl Shanks

PSCI 260  (F)  Power, Feminist-Style  (DPE) (WS)

Cross-listings: WGSS 260  PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.
WGSS Theory Courses

Fall 2021

SEM Section: 01    TF 2:35 pm - 3:50 pm     Greta F. Snyder

PSCI 266  (S)  The United States and Latin America  (DPE)
This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.

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

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

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors

Expected Class Size: 20

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

Distributions: (D2)  (DPE)

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

Attributes:  GBST Latin American Studies Electives  LATS Countries of Origin + Transnationalism Elect  LEAD American Foreign Policy Leadership

PSCI International Relations Courses

Spring 2022

LEC Section: 01    TF 1:10 pm - 2:25 pm     James E. Mahon

PSCI 281  (S)  Contemporary African Politics  (DPE)
This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. 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: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 60% lecture and 40% discussion

Requirements/Evaluation:  Class Participation, Map Quiz, 3 short papers (5 pages)

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences:  all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.
Expected Class Size: 25

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

Attributes: GBST African Studies Electives PSCI Comparative Politics Courses

Spring 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth Iams Wellman

PSCI 287 (F) The Firm (DPE)

Cross-listings: PSCI 287 POEC 287

Primary Cross-listing

The rise of gigantic tech firms--Google, Apple, Facebook, Amazon--has sparked widespread worries about the role of business power in capitalist democracy. Are these firms monopolies? How can they be better regulated? Should they be? This course studies the politics of business by centering analysis on the firm. From the perspective of the workplace, we investigate the firm as an arena of power, where workers and managers meet each other in continuous contests for control. From the perspective of the public sphere, we investigate the firm as an actor whose power maps uneasily onto the channels of democratic representation. Approaching the firm as both arena and actor in a number of capitalist democracies, we will compare the politics of business across different sectors, but will focus especially on tech and finance.

Requirements/Evaluation: Four short analysis briefs; four short response briefs; one presentation; one final paper; participation

Prerequisites: One introductory course in political science and/or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

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:

PSCI 287 (D2) POEC 287 (D2)

Difference, Power, and Equity Notes: This course studies power through the lens of class, applying that lens to understand how power functions in the employment relationship, as well as the way that firms exercise power in society more generally.

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2021

SEM Section: 01 TR 9:55 am - 11:10 am Sidney A. Rothstein

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 2021**

SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

**Spring 2022**

SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

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

**Cross-listings:** GBST 351  PSCI 351

**Primary Cross-listing**

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

**Class Format:** discussion then seminar

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

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

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

**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: The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

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

Spring 2022
LEC Section: 01    MR 1:10 pm - 2:25 pm     James E. Mahon

PSCI 367  (S)  Decolonizing International Relations  (DPE)

The Oxford English Dictionary defines Decolonization as "the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies." The emergence of an international system of sovereign states--the core foundation of international relations--presumes the process of dismantling systems of domination, extraction, and exclusion ended long ago. However, there is increasing recognition that International Relations in all forms, including theory, research, and policy, continue to be structured by traditional paradigms of power (e.g. white, male, elite). This course begins with the premise that knowledge is embedded within, and often reproduces, power hierarchies. Thus, this class is organized as a collaborative investigation with the aims of: 1) examining how whiteness and other historically dominant perspectives shape International Relations theory and research areas; 2) expanding and improving our understanding of International Relations through different lenses (e.g. race, class, gender, disability, indigenous, queer, subaltern); and 3) exploring the implications of a more inclusive approach to International Relations, both within the classroom as well as contemporary decolonization movements in the US and around the world.

Requirements/Evaluation: Participation, 3 response/reflection papers, annotated bibliography
Prerequisites: One prior course in International Relations or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: Juniors and Seniors
Expected Class Size: 15
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes: This class encourages students to recognize the power dynamics inherent within, and reproduced by, the study of International Relations as structured by traditionally dominant paradigms. This class provides students with the tools to critically identify, decenter, and deconstruct dominant lenses as well as the opportunity to engage with, and apply, an inclusive approach centering a more expansive range of theoretical perspectives and knowledge production.

Spring 2022
SEM Section: 01    TF 1:10 pm - 2:25 pm     Elizabeth Iams Wellman

PSCI 376  (S)  Angela Davis: Political Theory, Activism, and Alliances  (DPE) (WS)

Cross-listings: LEAD 319  PSCI 376  INTR 320  AMST 308

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.
Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.
Enrollment Limit: 19
Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

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:
LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2022
SEM Section: 01  M 7:00 pm - 9:40 pm  Joy A. James

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 2022
SEM Section: 01  MWF 11:00 am - 12:15 pm  Stephanie A. Cardenas
LAB Section: 02  R 1:00 pm - 4:00 pm  Stephanie A. Cardenas

REL 166  (F) Being Muslim, Being American: American Muslim Literature in the 21st century  (DPE)
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 2021
SEM Section: 01 TR 9:55 am - 11:10 am Zaid Adhami

REL 237 (S) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: REL 237 AFR 237 AMST 237

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

Requirements/Evaluation: regular reading responses, midterm essay, final exam/essay
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST
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 237 (D2) AFR 237 (D2) AMST 237 (D2)

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2022
SEM Section: 01 MW 11:00 am - 12:15 pm Zaid Adhami

REL 283 (F) Islam and Reason (DPE)
In an essay on the "reality of Islam," the popular New Atheist writer, Sam Harris, concludes: "All civilized nations must unite in condemnation of a theology that now threatens to destabilize much of the Earth... It is time we realized that the endgame for civilization is not political correctness. It is not respect for the abject religious certainties of the mob. It is reason." These words forcefully express the common sentiment that the fanatical blind faith demanded by "mainstream Islam" poses a major threat to the so-called civilized world. Islam is thus seen as exemplifying the irrational dogmatism of religion par excellence. This course will critically examine such assumptions, by exploring how Muslim philosophers and theologians throughout the history of Islam have addressed a variety of questions, such as: Is faith compatible with reason and rationality? What is the relation between reason and scripture? What modes of perception, reasoning, and knowledge are involved in religious belief? What room is there for doubt, skepticism, and critique in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, mysticism, and ethics, as well as anthropological engagements with lived Islam. Through these explorations, we will also critically reflect on our own cultural assumptions about religious belief, the nature of reason and knowledge, and the politics and power-dynamics of reason and rationality.
Requirements/Evaluation: Regular discussion posts; Midterm essay; Final essay
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Religion majors
Expected Class Size: 5-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: This course requires students to engage deeply with a very different philosophical universe than that of the modern West. This is also meant to prompt a critical engagement with our own cultural and philosophical assumptions about reason, knowledge, and religious belief. Finally, we will also reflect on the politics and power-dynamics of reason and rationality, considering how dominant modes of thinking are designated as "reason" and others are relegated to being objects of critique.
Attributes: PHIL Related Courses

Fall 2021
SEM Section: 01 MW 11:00 am - 12:15 pm Zaid Adhami

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: 15

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 2022

SEM Section: 01  TR 8:30 am - 9:45 am  Saadia Yacoob

REL 249  (S)  Anti-Semitism  (DPE)

Cross-listings: JWST 249 REL 249

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 30

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

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:
JWST 249 (D2) REL 249 (D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives
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
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 276 (D2) COMP 258 (D1)

Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2022
LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

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.

Fall 2021
SEM Section: 01 M-F 9:00 am - 9:50 am Brian Martin

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)
Cross-listings: RLFR 106 COMP 107
Primary Cross-listing
This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on
passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper
Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.
Enrollment Limit: 16
Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.
Expected Class Size: 16
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 106 (D1) COMP 107 (D1)
Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2022
SEM Section: 01 TR 9:55 am - 11:10 am  Brian Martin

RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)
Cross-listings: RLFR 202 COMP 292 WGSS 201

Primary Cross-listing
In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers (of 3-5 pages each)
Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor
Enrollment Limit: 16
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: 16
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D2)
Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in French war literature and film.
Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Fall 2021

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

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 2021

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

RLFR 300  (S)  The Banlieue in Literature, Music, and Film  (DPE) (WS)

Cross-listings: RLFR 300  COMP 336  AFR 339

Primary Cross-listing

The banlieue looms large in the French collective imagination. From its origins in medieval law, the term banlieue at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the banlieue in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film La haine, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the banlieue reimagining and reframing the banlieue? What do current depictions of banlieues in the French media tell us about the State, French politics, and the state of French politics? What do "banlieue films" and "banlieue lit" tell us about the banlieue? In this course, conducted in French, we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Requirements/Evaluation: 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

Prerequisites: RLFR 105 and above

Enrollment Limit: 14

Enrollment Preferences: French majors and certificate students, Africana and Comparative literature students
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:
RLFR 300 (D1) COMP 336 (D1) AFR 339 (D2)

Writing Skills Notes: To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

Difference, Power, and Equity Notes: This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

Attributes: FMST Core Courses

Spring 2022
SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

RLFR 410 (F) Senior Seminar: Movement and Migration (DPE)
How do movement and migration produce and disrupt constructions of identity, home, and the nation? In the context of movement and migration, how is place is imagined, experienced and remembered? What are the relationships between movement and containment, flight and freedom? Over the course of the semester, we will examine literary texts, film and visual art from French-speaking communities that focus on: the immigration experience in France, the construction of a Francophone Atlantic identity, internal migration between rural and urban spaces, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable or nomadic places of memory. Works by Chamoiseau, Glissant, Diome, Condé, Maffre, Pineau, and Binebine among others. Conducted in French.

Requirements/Evaluation: Weekly 1-page response papers, 5-page mid-term paper and a final 10-page research paper and presentation.
Prerequisites: Any 200-level RLFR course, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French.

Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Students will explore how literature, film and art narratives on migration and movement challenge (and also sometimes replicate) discourses of exclusion and structures of discrimination based on race and ethnic identity and gender. While the course focuses on French-speaking communities and people, we will think broadly about difference and power as they relate to movement, flight and freedom.

Fall 2021
SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

RLSP 264 (S) Outcasts of the Lettered City: Nation-Building and the Margins in 19th Century Latin America (DPE) (WS)
Bandits, vagabonds, runaway slaves, and unruly women. Defeated soldiers. Afro-Colombian rivermen. Indigenous Americans and their white captives. Latin American cultural production of the 19th century is conventionally studied in terms of the urban intellectuals' projects of nation-formation in the aftermath of the long struggle for independence from Spain. This course examines that process from the outside, considering instead a series of literary and other writings that represent the marginalized others of the desired nation-state, the women and men, many of them Afro-descended, Indigenous and mixed race, who found themselves excluded from the new national community—or who preferred a life on the pampas, deep in the jungle, or somewhere else outside the confines of bourgeois society. Primary readings will be selected from among the following: Simón Rodriguez, American Societies in 1828, Juan Francisco Manzano, Autobiography of a Slave; Domingo F. Sarmiento, Facundo. Civilization and Barbarism in the Argentine Republic; José Hernández, Martín Pierró; Flora Tristán, Peregrinations of a Paírias; Juan Crisóstomo Centurión, Viaje nocturno, Federico Gamboa, Santa; Candelario Obeso, Popular Songs of My Land; Ciriilo Villaverde, Cecilia Valdés, Lucio V. Mansilla, Excursion to the Ranquel Indians. We will also read a number of critical essays by leading scholars in the field of 19th century Latin American literature.
**Requirements/Evaluation:** Students will write and revise approximately 20 double-spaced pages, in Spanish, over the course of the semester. Students will also prepare 10-15 minutes responses to their classmates’ work. We will read 100-150 pages of Spanish prose each week and well as critical essays, which will often be in English.

**Prerequisites:** Any 200-level course with an RLSP prefix or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors and potential Spanish majors.

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** This course is conducted as a tutorial. The number of students in each unit (pairs or triplets) depends on how many students enroll, but whatever our structure turns out to be, each student can anticipate multiple opportunities to write and revise their individual essays in response to feedback from their classmate and professor, as well as to serve as the respondent offering feedback other students’ work. Thus we emphasize editing and revision as essential parts of the writing process.

**Difference, Power, and Equity Notes:** This course examines structures of exclusion in 19th century Latin America -- the reproduction and perpetuation of socio-economic and institutional structures based on racial, gendered and class-based hierarchies established during the colonial era -- and the spaces that historical individuals have been able to occupy within and around them.

---

**RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)**

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors’ techniques of representation has been decisive and profound.

**Class Format:** In-person.

**Requirements/Evaluation:** three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors, Latina/o Studies concentrators

**Expected Class Size:** 5-10

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

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

**Difference, Power, and Equity Notes:** This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence—Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

**Attributes:** GBST Latin American Studies Electives

---


Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Matin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"—literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take
Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required
Prerequisites: any 300-level RLSP course or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Senior Spanish Majors.
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 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 highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Fall 2021
SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macias Prieto

RUSS 401  (F)  Senior Seminar: Queer Russia  (DPE)

This seminar explores queerness as both a cultural concept and social reality in Russia and the Soviet Union from the nineteenth century to the present. We will begin with the history of LBGTQ+ Russians, as well as an overview of texts produced by queer writers, in the Russian Empire and Soviet Union. We will then investigate queerness in post-Soviet Russia, where non-normative sexuality has become a hotly contested political concept over the past three decades. In addition to reading texts and viewing films by about and by LGBTQ+ Russians, we will examine the genesis, implementation, and impact of the 2013 ban on "homosexual propaganda," which has placed homophobia at the center of national identity in the Russian Federation. We will also read theoretical works to help us understand not only the unique formations and expressions of queerness in Russia, but also how local Russian queerness plays out on the global stage.

Requirements/Evaluation: completion of all reading and viewing assignments, preparation for and active participation in class discussions, two 4-5 page papers, and a final 20-minute presentation based on students' independent research
Prerequisites: RUSS 252 or the permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: those majoring in Russian or pursuing a Certificate in Russian
Expected Class Size: 5
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This seminar explores how gender and sexuality have been conceptualized and experienced in Russia with a particular emphasis on how non-normative gender and sexuality have become tools in the struggle for social and political power in post-Soviet Russia. Our exploration of queerness in Russia over the past two centuries will help students to develop critical skills for assessing how gender and sexuality are currently conceptualized in the United States.

Fall 2021
SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassiday

SOC 217  (F)  Inequality in a Classless Society: The Soviet Experiment and its Aftermath  (DPE)
Cross-listings: ECON 107 SOC 217

Secondary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with, justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

Requirements/Evaluation: Class participation; small writing assignments and research exercises; and a final research project

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: 1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

Expected Class Size: 19

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

Unit Notes: This course cannot count toward the ECON major. It may be taken for the SOC major.

Distributions: (D2) (DPE)

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

ECON 107 (D2) SOC 217 (D2)

Difference, Power, and Equity Notes: The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Fall 2021

SEM Section: 01 MR 1:10 pm - 2:25 pm Steven E. Nafziger, Olga Shevchenko

SOC 230 (S) Memory and Forgetting (DPE)

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)

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 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm    Christina E. Simko

**STS 101** (S) STEM's Empire: A Critical Introduction to Science and Technology Studies (DPE)

Who follows the science? The COVID-19 pandemic has upended many's beliefs in the rationality of scientific enterprise, exposing the institutions, power dynamics, and inequalities that shape its constitution. Meanwhile, the "tech fix" approach to ending the pandemic solely through vaccination has produced staggering death tolls compared to non-pharmaceutical interventions like masking, social distancing, and contact tracing implemented in places such as Liberia, Rwanda, and the Asia-Pacific, which have contained COVID-19 with relative success. As feminist and postcolonial scholars have long told us, the power of science often operates through division, producing dichotomies such as West/non-West, modern/traditional, global/local, developed/underdeveloped, and science/non-science. It is inextricably linked to the colonial conquest of territories, bodies, and minds. In this course, we will explore scientific practice and the production of scientific knowledge through the metaphor of empire: How might we understand scientific claims to truth, knowing that colonial relations of power are still embedded in our identities and institutions, and in the hegemonies that shape our world? We will explore this question by engaging with feminist and postcolonial critiques of science, studying controversies over the environment, medicine, indigenous knowledge, diversity in STEM, and other topics. We will pay particular attention to the situated processes out of which claims to the universal or global are made, asking who is left out of making such claims as well. An introductory course, students will be exposed to key debates in STS and learn critical tools for analyzing science and technology in an unequal but interconnected world.

**Requirements/Evaluation:** Several short response papers, mid-term paper, final project

**Prerequisites:** none

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

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

**Difference, Power, and Equity Notes:** This course will demonstrate how issues of power shapes the practices of empiricism.

Spring 2022
SEM Section: 01    TR 11:20 am - 12:35 pm    Shoan Yin Cheung

**STS 102** (F) Breeding Controversy: Technologies and Ideologies of Population Control (DPE)

Cross-listings: WGSS 103    STS 102

**Primary Cross-listing**

What is "good breeding?" For whom is birth control "liberating?" This course traces the surprising ways that concepts of population growth and decline from the natural sciences come to inform social discourses on "overpopulation" in the twentieth and twenty-first centuries. Science and politics mix to decide: who should be able to reproduce--and, consequently, who might not be born--so that some may live more prosperously? By studying the history of eugenics movements, contraceptive technologies in the context of development, and the racialized cultures of reproductive medicine, we will analyze how scientific ways of thinking about human lives reflect and reproduce social inequities. We will use the tools of feminist technoscience studies to understand how science, culture, power, and politics intersect to create new technologies of "selection" that are far from natural. New literatures in critical race STS, black feminist thought, and critical theory will inform our discussions.

**Requirements/Evaluation:** Weekly paper or response and in-class debate.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen. If over-enrolled, students will submit a short paragraph stating their interest in the course.

**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:

WGSS 103 (D2) STS 102 (D2)

Difference, Power, and Equity Notes: This course will demonstrate how scientific knowledges also reflect biases organized along lines of social difference, including race, gender, class and nation. Readings in critical race theory will give students a deeper appreciation of these issues.

Attributes: PHLH Reproductive, Maternal and Child Health

Fall 2021

TUT Section: T1 TBA Shoan Yin Cheung

STS 208 (S) Designer Genes (DPE) (WS)

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

Secondary Cross-listing

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

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

Requirements/Evaluation: Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

Prerequisites: none

Enrollment Limit: 19

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

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

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)—written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next.

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
ST5 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: short written commentaries, current event analysis, presentations, and a final analytical essay

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

---

**ST5 250 (F) Environmental Justice** (DPE)

**Cross-listings:** STS 250  ENVI 250

**Secondary Cross-listing**

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

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** juniors, 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:

STS 250 (D2) ENVI 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Fall 2021
SEM Section: 01    W 1:10 pm - 3:50 pm    Laura J. Martin

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 does 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 2021
TUT Section: T1    TBA    Kim Gutschow

STS 311 (S) Global Health in the Transpacific (DPE)

Cross-listings: AMST 352 ASIA 352 STS 311

Primary Cross-listing
East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

Requirements/Evaluation: Reading responses, two short review essays, and one seminar paper

Prerequisites: Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

Enrollment Limit: 12

Enrollment Preferences: Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 352 (D2) ASIA 352 (D2) STS 311 (D2)

Difference, Power, and Equity Notes: This course examines the inequalities that shape global health interventions.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Shoan Yin Cheung

STS 321 (F) Unsettled Futures: Time, Crisis, and Science Fiction from the Margins (DPE)

Cross-listings: AMST 321 STS 321

Secondary Cross-listing

Societies around the globe are now confronting a triple crisis that threatens not only political orders but also the very existence of certain forms of life: (1) financial collapse(s) that have increased the awareness and severity of mass inequality, (2) climate change and mass extinctions, and (3) the rise of white supremacy and ethno-nationalisms that threaten BIPOC lives and representative democracies. These material and political challenges have depleted many of the cultural resources that enable imagining non-apocalyptic futures. Yet, these crises are not novel. Many groups in the periphery--geographic, economic, and cultural--were and are already living through the uneven distribution of the apocalypse. Science fiction (SF) has emerged as a privileged symbolic field for the expression of hopes and anxieties that drive both culture and tech industries. Whether seen as a form of productive pessimism or liberatory theory, SF from the margins is deployed as a political tool for enacting change in the present. In this course, we will survey the history of SF as a variable and theoretical orientation constituted through the unfolding of uneven global encounters. We will analyze SF in the Cold War, Anthropocene, decolonization movements, and postcolonial and Indigenous landscapes, reading major works in SF and science and technology studies (STS) that address the politics of crisis, apocalypse, and global futures. In addition to novels and short stories, this course will incorporate film, graphic novels, music videos, video games, and other science fiction subgenres.

Requirements/Evaluation: Class discussion, approximately 10 pages of creative writing, 5 page analysis paper of your classmate's creative writing, final paper or project (5-8 page paper or equivalent)

Enrollment Limit: 15

Enrollment Preferences: Students who have taken American Studies 101 and/or Science and Technology Studies 101

Expected Class Size: 15

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 321 (D2) STS 321 (D2)

Difference, Power, and Equity Notes: This course examines the racial, ethnic, gendered, and sexed dimensions of science fiction and traces how marginalized people have imagined the future amidst an atemporal and unfolding apocalypse. Students will work with postcolonial, Indigenous, queer, and critical race media concerning the future, and will gain the skills needed to read political orders and crises through the lens of the margin.

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

Fall 2021
SEM Section: 01 W 1:10 pm - 3:50 pm Eli Nelson

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

Cross-listings: STS 353 AMST 353

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 13

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 353 (D2) AMST 353 (D2)

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

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

Spring 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Eli Nelson

STS 370 (F) Medicine and Campus Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history
that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

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:

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

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

Difference, Power, and Equity Notes: This class examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2021

SEM Section: 02 Cancelled
SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

STS 413 (S) Feminist and Critical 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 2022
SEM Section: 01  W 1:10 pm - 3:50 pm  Ezra D. Feldman

**THEA 246 (F) Asian American Performance: Activism and Aesthetics** (DPE)

**Cross-listings:** THEA 246  GBST 246  AMST 249

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 246 (D1) GBST 246 (D2) AMST 249 (D2)

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

Fall 2021
SEM Section: 01  W 1:10 pm - 3:50 pm  Shanti Pillai

**THEA 272 (S) Theatre and Environment: Site, Ecology, Utopia** (DPE)

**Cross-listings:** THEA 272  ENVI 271

**Primary Cross-listing**
What is theatre's relation to the environment, whether natural or social? How does the site, place, or context of a performance change its meaning? What role does theatre play within grassroots campaigns for climate action, environmental justice, or Indigenous land rights? How can we use theatre to, in the words of adrienne maree brown, “practice, in every possible way, the world we want to see?” In this studio course, participants will
collaborate in small groups to create and share short performances based on a series of prompts, such as: site, nature, immersion, ecology, biomimicry, and utopia. Acknowledging the deep inequities (racial, gendered, ethnic, class-based) that constitute all human and environmental interaction, we will work to understand how art's relationship to the environment is itself shaped by the historical legacies of empire and global capitalism. As a contribution to the work of the studio, each student will share independent research on an artist, activist movement, or collective of their choice, such as: Hito Steyerl, Ellie Ga, Marta Rosler, Joan Jonas, Paul Chan, Theaster Gates, Bread and Puppet, Punch Drunk, En Garde Arts, Talking Birds, Rimini Protokoll, Extinction Rebellion, Greenpeace, and others. Critics and theorists considered may include: Allan Kaprow, Augusto Boal, Miwon Kwon, Nick Kaye, Claire Doherty, Donna Haraway, Grant Kester, Nato Thompson, and adrienne maree brown. As a special project in the class, we will collaborate with The Zilkha Center to create a series of performances that engage with topics relevant to the campus community, including climate action and environmental justice. Note: this is a maker's course that invites students to create, develop, perform, and share their work with each other and, in some cases, public audiences.

**Class Format:** This is a maker-based studio course that requires deep collaboration on the creation, development, and performing of original works of theatre and live art.

**Requirements/Evaluation:** Creation and presentation of a series of four short performance pieces; leading a 10-minute class discussion; a 15-minute independent oral presentation on a chosen artist or collective; weekly journal writing; deep and active participation and collaboration.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** if overenrolled, preference will be given to Theatre majors and Environmental Studies majors

**Expected Class Size:** 10-12

**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:

THEA 272 (D1) ENVI 271 (D1)

**Difference, Power, and Equity Notes:** This course interrogates the deep inequities, injustices (racial, gendered, ethnic, and class-based), and power relations that constitute all of humanity's relation with earth's environment, ecosystem, and ecology. Students will not only study artists and collectives engaged with the work of environmental justice, accountability, and action, they will also make such art themselves.

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

Spring 2022

STU Section: 01 MR 2:35 pm - 3:50 pm Amy S. Holzapfel

THEA 301 (F) Embodied Archives: Global Theatre & Performance Histories (DPE)

**Cross-listings:** THEA 301 COMP 303

**Primary Cross-listing**

What is the past good for? Why study theatre history now? What do the archival performance traditions, practices, and sources of yesterday have, if anything, to offer the theatre artists of today and tomorrow? Digging into these questions, this combined studio/seminar course will introduce students to major global theatre and performance histories by considering how they've been taken up--adapted, appropriated, recycled, critiqued, and re-appropriated--by artists working in the field now. Why does dramatist Luis Alfaro return to Sophocles' *Electra* to tell a story about the experiences of Chicano communities in L.A.? What does the playwright Branden Jacobs-Jenkins find compelling about the allegorical performances of English Medieval theatre? What role does traditional Korean dance ritual play in the experimental theatre of artist Young Jean Lee? How have collaborators at New York's Public Theater sought to re-vitalize Shakespeare's works through community-driven practices? Through comparative pairings such as these, we will study and draw inspiration from the ways contemporary dramatists, makers, directors, and performers have approached the theatrical forms and performance practices of the past in the effort to create new perspectives on the present. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they are shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. As a final creative project, students will adapt, critique, or re-appropriate a source material of their own choosing. 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: journal writing and active participation in class; a midterm creative adaptation project and accompanying "research casebook"; participation as discussion leader for one class; and a final creative adaptation or performance project and accompanying "research casebook."

Prerequisites: For Theatre majors: any 100 or 200-level theatre course.

Enrollment Limit: 16

Enrollment Preferences: Theatre majors; Comparative Literature majors

Expected Class Size: 8-10

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 301 (D1) COMP 303 (D1)

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.

Fall 2021
STU Section: 01 TR 11:20 am - 12:35 pm Amy S. Holzapfel

THEA 304 (S) The Gay Menagerie: Gay Male Subcultures (DPE)

Cross-listings: ANTH 305 WGSS 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:
ANTH 305 (D2) WGSS 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
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 2021
SEM Section: 02    TF 1:10 pm - 2:25 pm    Greta F. Snyder
SEM Section: 01    TF 2:35 pm - 3:50 pm    Bethany Hicok
Spring 2022
SEM Section: 01    TF 2:35 pm - 3:50 pm    Greta F. Snyder
SEM Section: 02    MR 1:10 pm - 2:25 pm    Vivian L. Huang

WGSS 103  (F) Breeding Controversy: Technologies and Ideologies of Population Control  (DPE)
Cross-listings: WGSS 103  STS 102
Secondary Cross-listing

What is "good breeding?" For whom is birth control "liberating?" This course traces the surprising ways that concepts of population growth and decline from the natural sciences come to inform social discourses on "overpopulation" in the twentieth and twenty-first centuries. Science and politics mix to decide: who should be able to reproduce--and, consequently, who might not be born--so that some may live more prosperously? By studying the history of eugenics movements, contraceptive technologies in the context of development, and the racialized cultures of reproductive medicine, we will analyze how scientific ways of thinking about human lives reflect and reproduce social inequities. We will use the tools of feminist technoscience studies to understand how science, culture, power, and politics intersect to create new technologies of "selection" that are far from natural. New literatures in critical race STS, black feminist thought, and critical theory will inform our discussions.

Requirements/Evaluation: Weekly paper or response and in-class debate.
**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen. If over-enrolled, students will submit a short paragraph stating their interest in the course.

**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:

WGSS 103 (D2) STS 102 (D2)

**Difference, Power, and Equity Notes:** This course will demonstrate how scientific knowledges also reflect biases organized along lines of social difference, including race, gender, class and nation. Readings in critical race theory will give students a deeper appreciation of these issues.

**Attributes:** PHLH Reproductive, Maternal and Child Health

---

**Fall 2021**

TUT Section: T1  TBA  Shoan Yin Cheung

**WGSS 105 (F)(S) American Girhoods (DPE) (WS)**

**Cross-listings:** AMST 105 ENGL 105 WGSS 105

**Secondary Cross-listing**

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

**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:

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

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

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

**Attributes:** AMST Arts in Context Electives

---

**Fall 2021**

SEM Section: 01  MW 8:25 pm - 9:40 pm  Kathryn R. Kent

**Spring 2022**

SEM Section: 01  TF 2:35 pm - 3:50 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: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: 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 2021

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

WGSS 201 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)

Cross-listings: RLFR 202  COMP 292  WGSS 201

Secondary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor war!” From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the “War on Terror.” Discussions will examine the impact of war on soldiers and civilians, patriotism and
pacificism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malles, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers (of 3-5 pages each)

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 16

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: 16

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 202 (D1) COMP 292 (D1) WGSS 201 (D2)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Fall 2021

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

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 2021

SEM Section: 01 TR 9:55 am - 11:10 am Kai M. Green
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: Two short analysis papers (4-5 pages), digital humanities Story Map assignment/art analysis, discussion posts (5 pages), short presentation, longer final researched paper/project (8-10 pages).

Prerequisites: none

Enrollment Limit: 19

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

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

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts; two four-to-five-page graded papers; one descriptive digital assignment (the Story Map); and a final researched paper (8-10 pages)—written in stages. Students receive critical feedback on written assignments through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next.

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
Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

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

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

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

AFR 217 (D2) INTR 219 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

**Fall 2021**

TUT Section: T1 TBA Joy A. James

*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:** 15

**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 2022**

SEM Section: 01 TR 8:30 am - 9:45 am Saadia Yacoob
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

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

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

Expected Class Size: 12

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

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will examine how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2022
SEM Section: 01  MR 1:10 pm - 2:25 pm  Man He

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How
can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

**Requirements/Evaluation:** eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

WGSS 260 (D2) PSCI 260 (D2)

**Writing Skills Notes:** This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

**Difference, Power, and Equity Notes:** This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

**Attributes:** WGSS Theory Courses

---

**Fall 2021**

**SEM Section:** 01  TF 2:35 pm - 3:50 pm  Greta F. Snyder

**WGSS 262 (F) Indigenous Feminisms (DPE)**

**Cross-listings:** AMST 260  WGSS 262

**Secondary Cross-listing**

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices 'make a future' (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

**Class Format:** Hybrid online/in-person

**Requirements/Evaluation:** Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

AMST 260 (D2) WGSS 262 (D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

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

Fall 2021

SEM Section: 01    TR 9:55 am - 11:10 am     Margaux L Kristjansson

**WGSS 305 (S) The Gay Menagerie: Gay Male Subcultures** (DPE)

**Cross-listings:** ANTH 305 WGSS 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 hook-up 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

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

ANTH 305 (D2) WGSS 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

Spring 2022

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

**WGSS 316 (S) Feeling Queer and Asian** (DPE)

**Cross-listings:** COMP 313 ASIA 316 WGSS 316

**Primary Cross-listing**

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning,
as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

**Requirements/Evaluation:** in-class participation, partnered presentation, weekly reading responses (350 words max), short analytical essay (4-5 pages), and creative final project (e.g. poem, epistolary letter, syllabus soundtrack) (5-8 pages)

**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)

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

COMP 313 (D1) ASIA 316 (D2) WGSS 316 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar centers the interconnected constructions of race, ethnicity, gender, sexuality, and nation as they give shape to Asian American and Asian diasporic sexuality studies.

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Vivian L. Huang

**WGSS 318 (F) Black Masculinities (DPE)**

**Cross-listings:** AMST 350 ENGL 375 AFR 331 WGSS 318

**Primary Cross-listing**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

**Requirements/Evaluation:** students will be responsible for 2 short papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS Majors will get preference, then Juniors and Seniors

**Expected Class Size:** 14

**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 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

**Difference, Power, and Equity Notes:** This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses
WGSS 337 (F) Race, Sex & Gender in Brazil (DPE)

Cross-listings: ANTH 337 WGSS 337

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 7

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

Expected Class Size: 7

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

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

Distributions: (D2) (DPE)

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

ANTH 337 (D2) WGSS 337 (D2)

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

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2021

SEM Section: 01  W 7:00 pm - 9:40 pm  Kai M. Green

WGSS 344 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)

Cross-listings: GERM 314 WGSS 344 ARTH 315

Secondary Cross-listing

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape--from art museums and theater houses to occupied buildings, from independent publishing imprints and
collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

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

Prerequisites: none

Enrollment Limit:  12

Enrollment Preferences: Art History majors, German majors, then any interested student

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:

GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)

Difference, Power, and Equity Notes: Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Spring 2022

SEM Section: 01    W 1:10 pm - 3:50 pm     Alena J Williams

WGSS 345  (S)  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

Spring 2022

SEM Section: 01    TF 1:10 pm - 2:25 pm     Greta F. Snyder

WGSS 350  (F)  Queer Tongues & Lavender Linguistics  (DPE)

Cross-listings: ANTH 350  AMST 351  WGSS 350
Primary Cross-listing

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Conversation Analysis using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called “gay voice,” the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairtales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

Prerequisites: None; prior coursework in WGSS may be helpful, but is not required

Enrollment Limit: 15

Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)

Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Gregory C. Mitchell

WGSS 371 (F) Medicine and Campus Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20
Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

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:

STS 370 (D2) WGS 371 (D2) ANTH 371 (D2)

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

Difference, Power, and Equity Notes: This class examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2021

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

SEM Section: 02 Cancelled

WGSS 413 (S) Feminist and Critical 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 2022