

## DIFFERENCE, POWER, AND EQUITY (DPE)

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

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

### Class of 2021

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

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

### Class of 2022, 2023, 2024

The Class of 2022 must satisfy 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.

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

AFR 104 (D2) HIST 104 (D2)

**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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

SEM Section: 01 TBA Benjamin Twagira

**AFR 115 (F) The Literature of Sports (DPE) (WS)**

**Cross-listings:** AFR 115 ENGL 115

**Secondary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Prerequisites:** None.

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

**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 115 (D2) ENGL 115 (D1)

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

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Rowan Ricardo Phillips

**AFR 158 (F) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** AFR 158 HIST 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.

**Class Format:** This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

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

**Enrollment Limit:** 10

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

**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:**

AFR 158 (D2) HIST 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

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

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

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

**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.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 15

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

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

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

HIST 205 (D2) AFR 203 (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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

LEC Section: 01 TBA Benjamin Twagira

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

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

**Secondary Cross-listing**

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

**Class Format:** This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

ARTH 207 (D1) AFR 207 (D2)

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

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

**Attributes:** ARTH post-1800 Courses GBST African Studies Electives

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

**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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**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 2020

SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

**AFR 217 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

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

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

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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

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

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

Spring 2021

TUT Section: T1 TBA Joy A. James

**AFR 328 (F) Feminist and Queer Performance at the Limit of Action** (DPE)

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

**Secondary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism--key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might

we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

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

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

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

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

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

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**AFR 329 (F) Marxist Feminisms: Race, Performance, and Labor** (DPE)

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

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

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

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

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

**Secondary Cross-listing**

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

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

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

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

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

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

**AFR 340 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

**Secondary Cross-listing**

The seminar involves a critical engagement with key African political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

**AFR 351 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

**Secondary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

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

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Anthony Y. Kim

Spring 2021

SEM Section: 01 TBA Anthony Y. Kim

**AFR 353 (S) Digging in the Crates: Making and Unmaking Literary Tradition (DPE)**

**Cross-listings:** ENGL 352 AFR 353

### Secondary Cross-listing

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

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

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

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

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

**Attributes:** ENGL Literary Histories A ENGL Literary Histories C

Spring 2021

SEM Section: 01 TBA Rowan Ricardo Phillips

### AFR 359 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)

**Cross-listings:** AFR 359 AMST 356

### Secondary Cross-listing

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

**Requirements/Evaluation:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

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

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

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

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

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

**Attributes:** AMST pre-1900 Requirement

Spring 2021

SEM Section: 01 TBA Margaux L Kristjansson

**AFR 363 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

**Secondary Cross-listing**

**Readings in American Slavery** This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

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

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

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

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

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

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

**AFR 367 (S) Black History is Labor History (DPE)**

**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.

**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)

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

AFR 367 (D2) HIST 367 (D2)

**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 2021

SEM Section: 01 TBA Tyran K. Steward

**AFR 390 (F)(S) Race, Identity, Nature** (DPE) (WS)

**Cross-listings:** ENVI 430 AFR 390 AMST 430

**Secondary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" 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 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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies 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:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able 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. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

### **AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)**

American Studies is a capacious, interdisciplinary, and extraordinarily varied field encompassing ethnic studies, women and gender studies, political science, media studies, history, anthropology, literature, ethnography, and more. "America" as a term is itself contentious. Is America transnational and transhistorical? Does America mean the United States? Is it a settler colonial empire? A symbol of liberal democracy? Who or what is American and who or what makes America? In asking and answering these questions, American Studies scholars value scholarship and teaching rooted in praxis, political relevance, intersectionality, and solidarity. In this course, we will anchor the dizzying array of methods and questions surrounding who, what, where, when (and why) is America(n) by focusing on the very real ways these subjects are embodied -- in environments, practices and artifacts, and in the bodies of people who labor under, are colonized and oppressed by, who resist, refuse, reform, and reimagine "America." The goal of this course is to explore the myriad and contradictory ways in which America has been made and unmade, training students in primary source analysis, including political manifestos, autobiographies, historical and archival materials, legal documents, ethnography, art, literature, music, and film.

**Class Format:** This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). In the time slots assigned to this course, there will be a single, collective meeting every week, as well as weekly meetings of small groups in which readings are further discussed.

**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, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Cassandra J. Cleghorn

Spring 2021

SEM Section: 01 TBA Eli Nelson

### **AMST 125 (F)(S) Introduction to Asian American and Pacific Islander Studies (DPE)**

This course covers topics and approaches salient to contemporary Asian American and Pacific Islander (AAPI) Studies as an interdisciplinary field of

scholarship and activism. Drawing on a wide range of materials--including 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, 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, and remain attentive to overlaps with Native, Indigenous, Black, and Latinx studies and communities. As such, the course will also offer relational and comparative perspectives that will encourage students to make connections between AAPI communities and other ethnic and racial minorities. This course will be conducted remotely. Each week, students will be expected to complete an average of 50 pages of reading and/or watch a documentary film; view a pre-recorded mini-lecture made by the professor; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions or synchronous small-group discussions with the professor. Students will be given 3 free passes on these assignments. A 3-5-page mid-term paper will be due between weeks six and eight, and each student will be required to participate in a class-wide final project, to be decided by the entire class. Ideas include a comic book of AAPI history and terms, a zine examining complex topics for AAPI communities, or an online learning tool for AAPI studies. Students may volunteer for particular roles in the creation of the final project, or may be assigned roles, but no student will be asked to contribute beyond the limits of the technology or resources available to them.

**Class Format:** This course will be conducted remotely. International students should contact the professor by email if interested.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over enrolled: first-year students

**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," "Asian American," and "Pacific Islander" 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

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Jan Padios

Spring 2021

SEM Section: 01 TBA Jan Padios

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

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

**Class Format:** This course will be taught remotely. Class sessions will include asynchronous lectures and Zoom-based discussion sections. Additionally, we will interact through online message boards and group film screenings.

**Prerequisites:** none

**Enrollment Limit:** 25

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

**Expected Class Size:** 19

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

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

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

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

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Eli Nelson

Spring 2021

SEM Section: 01 Cancelled

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

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

**Secondary Cross-listing**

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

**Class Format:** discussion

**Prerequisites:** none

**Enrollment Limit:** 15

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

**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:**

AMST 163 (D2) HIST 163 (D2)

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

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

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

Spring 2021

SEM Section: 01 TBA Christine DeLucia

**AMST 200 (F)(S) Ethnographic Directions (DPE)**

This course introduces students to the practice and politics of ethnography--the study and description of people--as a set of research methods and genre of writing used in fields such as sociology, anthropology, cultural studies, critical media studies, ethnic studies, and the study of social movements. We will look at work that uses ethnography as a primary method, paying particular attention to work within American Studies. This may include the research of those who study "up," by writing about powerful organizations and institutions, such as Wall Street; those who study "across" national boundaries in order to illuminate global dynamics, such as free trade; those who study "in solidarity," with activists and/or organizers, such as environmentalists; or those who study from "within" communities with which they identify, such as Black or Latinx communities. Students will therefore gain familiarity with ethnographic methods, including participant observation and interviews; the ethics of ethnography, such as who has the right to observe and record others; and styles of ethnographic writing, such as narrative and reportage. This course will be conducted remotely. Each week, students will be expected to complete an average of 50 pages of reading; view a pre-recorded mini-lecture made by the professor; submit 200-300-word responses to readings and a 75-100-word discussion question; and participate in synchronous class discussions or synchronous small-group discussions with the professor. Students will be given 3 free passes on these assignments. One 3-5-page mid-term paper will be due between weeks six and eight. For the final, students will be asked to write either 1) a 5-page scholarly book review of one single-authored ethnographic work, parts of which we will have read during the course, or 2) write a 5-page scholarly blog post about a particular issue in ethnographic research. Examples of both will be provided.

**Class Format:** This course will be conducted remotely. International students should contact the professor by email if interested.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Enrollment preferences if over enrolled: 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 a range of ethnographic studies of people and cultures around the world, with particular attention to scholarship in which power relations and structural analysis are central. Students are asked to discover how scholars use ethnographic methods to account for differences within and between communities.

**Attributes:** AMST Space and Place Electives

Fall 2020

SEM Section: R1 TR 6:45 pm - 8:00 pm Jan Padios

Spring 2021

SEM Section: 01 TBA Jan Padios

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

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

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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



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

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

Spring 2021

TUT Section: T1 TBA Joy A. James

**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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**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 2020

SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

**AMST 213 (S) Asian/American Identities in Motion (DPE)**

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

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

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

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

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

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** AMST 219 RUSS 218 WGSS 217

**Primary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

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

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

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

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

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

Spring 2021

SEM Section: 01 TBA Alexandar Mihailovic

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

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

**Secondary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

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

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

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

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**AMST 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses

to better include performances of female masculinities, butch-identified women, and trans\* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

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

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

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**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 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.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous 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:** 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:**

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

Fall 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

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

**Cross-listings:** HIST 254 AMST 254 LEAD 254

**Secondary Cross-listing**

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

**Class Format:** Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

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

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

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

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

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

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

**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

**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 2020

SEM Section: H1 TF 3:15 pm - 4:30 pm Margaux L Kristjansson

**AMST 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 AMST 300 ENGL 300

**Primary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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:**

COMP 357 (D1) AMST 300 (D2) ENGL 300 (D1)

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

**Attributes:** AMST Arts in Context Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

**AMST 303 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)**

**Cross-listings:** WGSS 309 AMST 303

**Secondary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with race and ethnicity, queerness, trans\*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and AMST majors

**Expected Class Size:** 15

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

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

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

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

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

Spring 2021

SEM Section: 01 TBA Emily Mitchell-Eaton

**AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)**

**Cross-listings:** AMST 310 WGSS 330 ENGL 302

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s and 1970s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In the 1960s and 1970s, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience

and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

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

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

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

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

Spring 2021

SEM Section: 01 TBA Bethany Hicok

### **AMST 326 (F) Feminist and Queer Performance at the Limit of Action (DPE)**

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

#### **Secondary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism--key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

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

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

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

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

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



other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**AMST 329 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

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

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

**AMST 351 (S) 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.

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

**Enrollment Limit:** 12

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

**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 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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**AMST 356 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)**

**Cross-listings:** AFR 359 AMST 356

**Primary Cross-listing**

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

**Requirements/Evaluation:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

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

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

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

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

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one

response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

**Attributes:** AMST pre-1900 Requirement

Spring 2021

SEM Section: 01 TBA Margaux L Kristjansson

### **AMST 357 (S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self (DPE)**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this second part, we convene on a selection from our historical present and explore how categories of *identity* and *experience*, *memory* and *history* are being constructed and deconstructed, reimagined and remade anew. We will ask: how do these authors narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of historical violence? What possibilities for (individual and collective) healing can exist in and beyond the world as we know it? What does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged American present-future tense? Texts to be considered may include: *How to Write an Autobiographical Novel* (Alexander Chee); *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele); *Heart Berries* (Terese Marie Mailhot); *Know My Name* (Chanel Miller); *On Earth We're Briefly Gorgeous* (Ocean Vuong).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies Majors

**Expected Class Size:** 12

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

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

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

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

Spring 2021

SEM Section: 01

### **AMST 359 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

#### **Primary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to

avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

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

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Anthony Y. Kim

Spring 2021

SEM Section: 01 TBA Anthony Y. Kim

### **AMST 368 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

#### **Secondary Cross-listing**

**Readings in American Slavery** This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

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

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

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

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

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

Fall 2020

**AMST 405 (F)(S) Critical Indigenous Theory (DPE)**

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

**Class Format:** This course will be taught remotely. Class sessions will include Zoom based seminar meetings during the designated course times, as well as asynchronous peer-editing and collaboration on final papers.

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

**Enrollment Limit:** 10

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 10

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

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

**Difference, Power, and Equity Notes:** Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

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

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Eli Nelson

Spring 2021

SEM Section: 01 TBA Eli Nelson

**AMST 430 (F)(S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

**Primary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" 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 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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies 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:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able 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. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

**AMST 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

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

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

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

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

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

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

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

**AMST 488 (F) Fictions of African American History (DPE) (WS)**

**Cross-listings:** HIST 488 AMST 488

**Secondary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**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 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

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

Fall 2020

TUT Section: RT1 TBA Gretchen Long

**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.

**Class Format:** Hybridity is a beautiful and productive thing. In Fall 2020 we will have regular in-class lecture-and-discussion sessions once a week with virtual learners projected into the classroom and fully participant. The second meeting of the week will be a combination of ethnographic film viewings, synchronous and asynchronous group exercises and group presentations.

**Prerequisites:** first-year students and sophomores

**Enrollment Limit:** 25

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

**Expected Class Size:** 20

**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 2020

LEC Section: H1 TR 11:30 am - 12:45 pm Joel Lee

Spring 2021

LEC Section: 01 TBA David B. Edwards

**ANTH 138 (F) Spectacular Sex** (DPE) (WS)

**Cross-listings:** WGSS 138 ANTH 138

**Secondary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

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

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

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

WGSS 138 (D2) ANTH 138 (D2)

**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. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.



Fall 2020

TUT Section: RT1 TBA Gregory C. Mitchell

**ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223 CHIN 223

**Secondary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and recommendations for policy-making at the government and community levels for China and the United States.

**Class Format:** discussion

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 20

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

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

**Materials/Lab Fee:** books and reading packet

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

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

ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Spring 2021

SEM Section: 01 TBA Li Yu

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

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

**Primary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

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

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

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

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

### **ANTH 311 (S) Islam and the Critical Study of Secularism (DPE)**

**Cross-listings:** ANTH 311 REL 311

#### **Secondary Cross-listing**

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically aseccular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

**Class Format:** This is a hybrid course, conducted both in-person and online and using a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings conducted via Zoom and in-person. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly reading responses, the mid-term, and final paper.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Anthropology majors.

**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:**

ANTH 311 (D2) REL 311 (D2)

**Difference, Power, and Equity Notes:** This course will sensitize students to the intractable problem of securing religious freedom/diversity/tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021

SEM Section: 01 TBA Sohaib I. Khan

### **ANTH 350 (S) 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.

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

**Enrollment Limit:** 12

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

**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 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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

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

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

#### **Primary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant

participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

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

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

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

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

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 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.

**Class Format:** Three 75-minute sessions. The class will be taught remotely synchronously three times a week, with asynchronous online material.

**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 2020

SEM Section: R1 MWF 10:00 am - 11:15 am Radwa M. El Barouni

**ARAB 209 (S) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Primary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanism, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and certificate students will be given priority if the course is overenrolled.

**Expected Class Size:** 15

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

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

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

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

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

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

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

Spring 2021

SEM Section: 01 TBA Brahim El Guabli

**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.

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 14

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

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

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

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

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

Spring 2021

SEM Section: 01 TBA 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

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 19

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

**Expected Class Size:** 6

**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 2021

LEC Section: 01 TBA Amal Egeiq

### **ARAB 307 (F) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** HIST 307 ARAB 307

#### **Secondary Cross-listing**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some

of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

**Class Format:** A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

**Expected Class Size:** 8-10

**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 307 (D2) ARAB 307 (D2)

**Difference, Power, and Equity Notes:** This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

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

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardtsson

**ARAB 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts** (DPE)

**Cross-listings:** COMP 323 ARAB 323 ENVI 321

**Primary Cross-listing**

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

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

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

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

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

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

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

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

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Primary Cross-listing**

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

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

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

**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:**

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

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

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

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli



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

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

**Secondary Cross-listing**

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

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

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

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

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

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

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

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

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021

SEM Section: 01 TBA Amal Egeiq

**ARAB 401 (F) Arabic Travel Literature and Film (DPE) (WS)**

Arabic travel literature is a very rich genre that spans different periods and geographies. From *al-mu'allaqt al-sab'a* (the seven odes) to *The Arabian Nights*, and from Ibn Battuta to Muhammad Bahi, travel is pivotal to Arab people's understanding of themselves and the world around them. Even today, one hears phrases, such as "emigrate in order to become healthier," which point to the fact that travel had been and remains a defining element of Arab-Islamic culture. This course will draw on poems, dictionary entries, short stories, novels, films, and memoirs to expose students to the ways Arab travelers--ancient and contemporary--understood the world through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the skills they need to work independently and critically on the assigned content.

**Class Format:** Both in-person and remote students are welcome in the course.

**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 write weekly 300-word responses to questions on Glow. The students will also write a reflection paper on one or several works assigned in the course. Students will write two 3pp. papers for mid-terms and a 5pp. final paper. All papers will be written in Modern Standard Arabic (MSA). The instructor will give constant feedback to students to improve their writing in Arabic.

**Difference, Power, and Equity Notes:** Students will understand how travel writing is enmeshed in power relations. Students will emerge from the course knowing that travel, exoticism, and representations of the other are not innocent. Students will grapple with issues of misrepresentation and exaggeration of other people's manners, cultural traditions, and gender roles.

**Attributes:** FMST Core Courses

Fall 2020

SEM Section: H1 MW 1:30 pm - 2:45 pm Brahim El Guabli

**ARAB 408 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

**Secondary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

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

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

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

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

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

Fall 2020

TUT Section: RT1 TBA Magnús T. Bernhardsson

**ARAB 415 (S) Examining the Arab Cultural Landscape: What does Arabic Media Actually Say (DPE) (WS)**

How does Arabic media represent the Arab landscape? This course will examine Arabic media as a window to the understanding of modern Arab thought and culture. It will discuss how issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

**Class Format:** This course will involve two 75-minute sessions in addition to a weekly discussion session with the TA.

**Prerequisites:** ARAB 302

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors

**Expected Class Size:** 8

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

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

**Writing Skills Notes:** The course involves extensive writing in which learners reflect on cultural topics applicable to Arabic-speaking countries such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization.

**Difference, Power, and Equity Notes:** The course explores how Arabic media reflects how Arabic societies deal with issues such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. We will analyze how these societies engage in discussions around these topics, common to the region, but with different local perspectives.

**Attributes:** FMST Core Courses

Spring 2021

SEM Section: 01 TBA Lama Nassif

**ARTH 103 (F) East Asian Art (DPE)**

**Cross-listings:** ASST 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 four thematic units (memorialization, religion, nature, and identity), 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 in 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, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Class Format:** Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 30

**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:**

ASST 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

Fall 2020

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

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

**Cross-listings:** ASST 107 ARTH 105

**Primary Cross-listing**

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

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

**Enrollment Limit:** 40

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

**Expected Class Size:** 30

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

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

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

ASST 107 (D1) ARTH 105 (D1)

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

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

Spring 2021

LEC Section: 01 TBA Murad K. Mumtaz

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

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity,

community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectural traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Art History, Art Studio, and History and Practice majors

**Expected Class Size:** 40

**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.

Spring 2021

LEC Section: 01 TBA Michelle M. Apotsos

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

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

#### **Primary Cross-listing**

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

**Class Format:** This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

ARTH 207 (D1) AFR 207 (D2)

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

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

**Attributes:** ARTH post-1800 Courses GBST African Studies Electives

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

**ARTH 246 (F) Do You See What I See?! Museum Culture (DPE)**

We are all entangled in global visual culture, an endless stream of images, information, and experiences. However, how we make meaning of it depends on so many variables--who we are, where we are, and what we view and value. It also depends on what tools we bring to bear, especially in such challenging times! A critical question is how "art" figures and what agency it wields among people. By extension, what role do museums play in the education of individuals and the formation of communities? This class is an opportunity to explore these issues with particular reference to our own institution (Williams College Museum of Art or WCMA) and the objects enshrined therein. We will consider how the collection has grown and changed over time, and compare that trajectory with those of other museums to broaden our inquiry. How, for example, are local and/or globalizing agendas manifest in exhibitions and acquisitions? And how does the heritage industry factor in transnational museum culture? Along the way, we will consider diverse materials--from oil painting to wooden sculpture, numismatics to manuscripts, photography to performance---and how different cultures might be presented, distorted and even erased in gallery installations and public spaces. A primary focus will be the role of curators---what do they do and how does their work help to shape the world we occupy? This will be a hands-on class beginning with the following question: What have YOU curated lately?

**Class Format:** Class will be synchronous and remote. We will use Power Point and Zoom to support discussion about visual materials.

**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, serving differences of power and communities of difference. The geographic spread will encompass the "Orient", Europe and America.

**Attributes:** ARTH post-1800 Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Holly Edwards

**ARTH 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Primary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

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

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

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

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

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

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

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

**ARTH 537 (F) HIV + AIDS in Film and Video (DPE) (WS)**

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

**Class Format:** This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

**Prerequisites:** MA student, Art History or Studio Art major, or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** MA students first, followed by Art History and Studio Art majors

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

**Difference, Power, and Equity Notes:** This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

**Attributes:** ARTH post-1800 Courses

Fall 2020

SEM Section: R1 M 1:30 pm - 3:30 pm Cecilia Aldarondo

**ARTH 562 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

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

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

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

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

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

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

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors have priority

**Expected Class Size:** 10

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

**Materials/Lab Fee:** \$150

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

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



Spring 2021

STU Section: 01 TBA Cecilia Aldarondo

### **ARTS 251 (F) The Personal Documentary (DPE)**

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

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

**Prerequisites:** 100 level video course or permission of instructor

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Materials/Lab Fee:** \$230

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

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

Fall 2020

STU Section: R1 T 6:45 pm - 9:45 pm Cecilia Aldarondo

### **ARTS 344 (S) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)**

**Cross-listings:** ASST 344 ARTS 344

#### **Primary Cross-listing**

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

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

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to students who have taken ARTH 343

**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:**

ASST 344 (D1) ARTS 344 (D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique

visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2021

STU Section: 01 TBA Murad K. Mumtaz

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

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, will do deep dives into 3 art activist case studies: Puerto Rico's current societal collapse, the HIV + AIDS movement, and global climate justice. Readings and artists will include Octavia Butler, Adrienne Marie-Brown, Rebecca Solnit, Raquel Salas-Rivera, Yarimar Bonilla, David Wojnarowicz, Douglas Crimp, and many others.

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

**Enrollment Limit:** 10

**Enrollment Preferences:** majors and seniors

**Expected Class Size:** 10

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

**Materials/Lab Fee:** \$150

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

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

Spring 2021

STU Section: 01 TBA Cecilia Aldarondo

**ASST 103 (F) East Asian Art (DPE)**

**Cross-listings:** ASST 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 four thematic units (memorialization, religion, nature, and identity), 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 in 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, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Class Format:** Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 30

**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:**

ASST 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

Fall 2020

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

**ASST 107 (S) Arts of South Asia (DPE)**

**Cross-listings:** ASST 107 ARTH 105

**Secondary Cross-listing**

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

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

**Enrollment Limit:** 40

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

**Expected Class Size:** 30

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

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

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

ASST 107 (D1) ARTH 105 (D1)

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

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

Spring 2021

LEC Section: 01 TBA Murad K. Mumtaz

**ASST 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** WGSS 127 CHIN 427 ASST 127

**Secondary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to

marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of *Spring Grass*, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Class Format:** remote instruction

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

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

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

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

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: T1 TBA Li Yu

**ASST 214 (S) Asian/American Identities in Motion (DPE)**

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

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**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:**

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**ASST 230 (S) Performance Practices of India (DPE)**

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

**Secondary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

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

Spring 2021

SEM Section: 01 TBA Shanti Pillai

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

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

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

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

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

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

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

### **ASST 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319

#### **Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

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

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

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

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

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

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Anne Reinhardt

**ASST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321

**Secondary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** discussion

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 25

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

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

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

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

**ASST 344 (S) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)**

**Cross-listings:** ASST 344 ARTS 344

**Secondary Cross-listing**

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

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

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to students who have taken ARTH 343

**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:**

ASST 344 (D1) ARTS 344 (D1)

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

Spring 2021

STU Section: 01 TBA Murad K. Mumtaz

**BIOL 154 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** BIOL 154 ENVI 154

**Primary Cross-listing**

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. 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 and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

**Expected Class Size:** 24

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

**Unit Notes:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3) (DPE)

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

BIOL 154 (D3) ENVI 154 (D3)

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

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



Fall 2020

LEC Section: R1 MWF 12:00 pm - 12:50 pm Joan Edwards

**CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223 CHIN 223

**Primary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and recommendations for policy-making at the government and community levels for China and the United States.

**Class Format:** discussion

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 20

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

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

**Materials/Lab Fee:** books and reading packet

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

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

ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Spring 2021

SEM Section: 01 TBA Li Yu

**CHIN 253 (F) "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 ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**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:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 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:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D1)

**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

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

**CHIN 427 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** WGSS 127 CHIN 427 ASST 127

**Primary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Class Format:** remote instruction

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese

language learners who register under CHIN.

**Expected Class Size:** 10

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

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

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

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: T1 TBA Li Yu

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

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

**Secondary Cross-listing**

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

**Class Format:** This course will be conducted synchronously online.

**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:** 14

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

**Expected Class Size:** 14

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

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

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

ENGL 228 (D1) COMP 230 (D1)

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

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

the testimony of subordinated persons.

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

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas

**COMP 232 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

**Primary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**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:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

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

Spring 2021

SEM Section: 01 TBA Brian Martin

**COMP 234 (S) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and

a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanism, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and certificate students will be given priority if the course is overenrolled.

**Expected Class Size:** 15

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

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

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

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

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

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

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

Spring 2021

SEM Section: 01 TBA Brahim El Guabli

**COMP 243 (S) Performance Practices of India (DPE)**

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

**Secondary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

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

Spring 2021

SEM Section: 01 TBA Shanti Pillai

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

**Cross-listings:** GBST 244 COMP 244

**Primary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

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

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

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

GBST 244 (D2) COMP 244 (D1)

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

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

Spring 2021

SEM Section: 01 TBA Michele Monserrati

**COMP 254 (F) "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 (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 ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who

are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**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:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 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:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D1)

**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

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

### **COMP 303 (F) Global Theatre and Performance Histories (DPE)**

**Cross-listings:** THEA 301 COMP 303

#### **Secondary Cross-listing**

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

**Prerequisites:** For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre 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 principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and

performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020

SEM Section: H1 TR 11:30 am - 12:45 pm Amy S. Holzapfel

**COMP 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)**

**Cross-listings:** COMP 323 ARAB 323 ENVI 321

**Secondary Cross-listing**

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

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

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

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

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

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

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

**COMP 357 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 AMST 300 ENGL 300

**Secondary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these



authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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:**

COMP 357 (D1) AMST 300 (D2) ENGL 300 (D1)

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

**Attributes:** AMST Arts in Context Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

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

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

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

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

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

**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:**

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

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

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

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

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

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

**Primary Cross-listing**

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

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

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

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

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

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

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

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

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021

SEM Section: 01 TBA Amal Egeiq

**DANC 216 (S) Asian/American Identities in Motion (DPE)****Cross-listings:** GBST 214 ASST 214 THEA 216 DANC 216 AMST 213**Primary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none**Enrollment Limit:** 15**Enrollment Preferences:** first years and sophomores**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:**

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

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

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

**Prerequisites:** none**Enrollment Limit:** 15**Enrollment Preferences:** WGSS majors**Expected Class Size:** 10-15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**DANC 302 (F) Moving Words, Wording Dance (DPE) (WS)**

**Cross-listings:** DANC 302 ENGL 335

**Primary Cross-listing**

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 10

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

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

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

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

**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

**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 2021

LEC Section: 01 TBA Michael Samson

### **ECON 257 (F) The Economics of Race (DPE)**

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

**Class Format:** I anticipate conducting the "hybrid" version of the course broadly similarly to the in-person version, but with students participating remotely attending synchronous discussions/lectures via Zoom. A teaching assistant will monitor the Zoom feed so I can respond to questions and comments from students participating online.

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

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

**Expected Class Size:** 25

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

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

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

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

Fall 2020

LEC Section: H1 TR 11:30 am - 12:45 pm Owen Thompson

### **ECON 382 (S) Gentrification and Neighborhood Change (DPE)**

While the phenomenon we today call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn

increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

**Prerequisites:** Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics and Political Economy majors, Juniors and Seniors

**Expected Class Size:** 10

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

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

**Difference, Power, and Equity Notes:** Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.

Spring 2021

TUT Section: T1 TBA Stephen C. Sheppard

### **ENGL 115 (F) The Literature of Sports (DPE) (WS)**

**Cross-listings:** AFR 115 ENGL 115

#### **Primary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Prerequisites:** None.

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

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

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

AFR 115 (D2) ENGL 115 (D1)

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

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Rowan Ricardo Phillips

**ENGL 223 (S) Apocalypse Now and Then: Poets Confronting Political Crisis (DPE) (WS)**

In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetics, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

**Difference, Power, and Equity Notes:** This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

**Attributes:** ENGL 200-level Gateway Courses

Spring 2021

SEM Section: 01 TBA Franny Choi

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

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

**Primary Cross-listing**

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

**Class Format:** This course will be conducted synchronously online.

**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:** 14

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

**Expected Class Size:** 14

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

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

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

ENGL 228 (D1) COMP 230 (D1)

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

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

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

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas

**ENGL 253 (S) Feminist Theatres: A Global Perspective** (DPE) (WS)

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

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

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

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

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's



ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: T1 TBA Amy S. Holzapfel

**ENGL 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 AMST 300 ENGL 300

**Secondary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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:**

COMP 357 (D1) AMST 300 (D2) ENGL 300 (D1)

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

**Attributes:** AMST Arts in Context Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

**ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)**

**Cross-listings:** AMST 310 WGSS 330 ENGL 302

**Primary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s and 1970s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In the 1960s and 1970s, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives

for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

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

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

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

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

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

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

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

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

Spring 2021

SEM Section: 01 TBA Bethany Hicok

**ENGL 335 (F) Moving Words, Wording Dance** (DPE) (WS)

**Cross-listings:** DANC 302 ENGL 335

**Secondary Cross-listing**

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 10

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

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

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

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

**ENGL 352 (S) Digging in the Crates: Making and Unmaking Literary Tradition (DPE)**

**Cross-listings:** ENGL 352 AFR 353

**Primary Cross-listing**

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

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

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

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

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

**Attributes:** ENGL Literary Histories A ENGL Literary Histories C

Spring 2021

SEM Section: 01 TBA Rowan Ricardo Phillips

**ENGL 357 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

**Secondary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and

how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

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

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Anthony Y. Kim

Spring 2021

SEM Section: 01 TBA Anthony Y. Kim

**ENVI 154 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** BIOL 154 ENVI 154

**Secondary Cross-listing**

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. 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 and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

**Expected Class Size:** 24

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

**Unit Notes:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3) (DPE)

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

BIOL 154 (D3) ENVI 154 (D3)

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

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

Fall 2020

LEC Section: R1 MWF 12:00 pm - 12:50 pm Joan Edwards

### **ENVI 201 (F) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

#### **Secondary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Class Format:** Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 20

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

**Distributions:** (D3) (DPE)

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

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security + Environmental Health

Fall 2020

CON Section: 02 T 1:15 pm - 3:00 pm Rónadh Cox

LEC Section: H1 TR 11:30 am - 12:45 pm Rónadh Cox

CON Section: R3 R 1:15 pm - 3:00 pm Rónadh Cox

### **ENVI 208 (S) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanism, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and certificate students will be given priority if the course is overenrolled.

**Expected Class Size:** 15

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

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

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

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

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

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

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

Spring 2021

SEM Section: 01 TBA Brahim El Guabli

**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

**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 2021

LEC Section: 01 TBA 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 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.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous 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:** 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:**

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 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

**ENVI 267 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

**Secondary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

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

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

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

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

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

**ENVI 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

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

**Secondary Cross-listing**

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

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

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



there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

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

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

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

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

**ENVI 321 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)**

**Cross-listings:** COMP 323 ARAB 323 ENVI 321

**Secondary Cross-listing**

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

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

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

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

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

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

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

**ENVI 430 (F)(S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

**Secondary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" 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 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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies 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:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able 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. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

**GBST 214 (S) Asian/American Identities in Motion (DPE)****Cross-listings:** GBST 214 ASST 214 THEA 216 DANC 216 AMST 213**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none**Enrollment Limit:** 15**Enrollment Preferences:** first years and sophomores**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**GBST 217 (F) Viral Inequality: Power and Difference in Pandemics (DPE)****Cross-listings:** GBST 217 STS 215**Secondary Cross-listing**

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: *Who matters? Whose lives* are prioritized and protected? *Whose expertise* is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar**Prerequisites:** None, open to all students**Enrollment Limit:** 12**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores**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:**

GBST 217 (D2) STS 215 (D2)

**Difference, Power, and Equity Notes:** This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

**Attributes:** PHLH Social Determinants of Health

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Shoan Yin Cheung

**GBST 229 (S) Performance Practices of India (DPE)**

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

**Secondary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

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

Spring 2021

SEM Section: 01 TBA Shanti Pillai

**GBST 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Secondary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

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

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

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

GBST 244 (D2) COMP 244 (D1)

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

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

Spring 2021

SEM Section: 01 TBA Michele Monserrati

**GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** SOC 248 GBST 247 RUSS 248

**Secondary Cross-listing**

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

**Class Format:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

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

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

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

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2020

**GBST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

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

**Secondary Cross-listing**

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

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

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

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

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

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

**GBST 352 (F) Politics in Mexico (DPE)**

**Cross-listings:** GBST 352 PSCI 352

**Secondary Cross-listing**

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

**Class Format:** lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Grading:** 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 352 (D2) PSCI 352 (D2)

**Difference, Power, and Equity Notes:** One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

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

Fall 2020

LEC Section: H1 TR 9:45 am - 11:00 am James E. Mahon

CON Section: H2 TBA James E. Mahon

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

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

**Secondary Cross-listing**

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

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

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

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

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

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

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

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The

various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021

SEM Section: 01 TBA Amal Ezeiq

### **GEOS 207 (F) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

#### **Primary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Class Format:** Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 20

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

**Distributions:** (D3) (DPE)

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

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Fall 2020

CON Section: 02 T 1:15 pm - 3:00 pm Rónadh Cox

LEC Section: H1 TR 11:30 am - 12:45 pm Rónadh Cox

CON Section: R3 R 1:15 pm - 3:00 pm Rónadh Cox

### **GEOS 257 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

#### **Secondary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar



course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

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

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

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

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

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

**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.

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

AFR 104 (D2) HIST 104 (D2)

**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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

SEM Section: 01 TBA Benjamin Twagira

**HIST 158 (F) North of Jim Crow, South of Freedom** (DPE) (WS)

**Cross-listings:** AFR 158 HIST 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.

**Class Format:** This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

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

**Enrollment Limit:** 10

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

**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:**

AFR 158 (D2) HIST 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

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

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

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

### **Primary Cross-listing**

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

**Class Format:** discussion

**Prerequisites:** none

**Enrollment Limit:** 15

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

**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:**

AMST 163 (D2) HIST 163 (D2)

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

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

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

Spring 2021

SEM Section: 01 TBA Christine DeLucia

## **HIST 205 (S) The Making of Modern Africa (DPE)**

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

### **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.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 15

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

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

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

HIST 205 (D2) AFR 203 (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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

LEC Section: 01 TBA Benjamin Twagira

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

**Cross-listings:** HIST 254 AMST 254 LEAD 254

**Primary Cross-listing**

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

**Class Format:** Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

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

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

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

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

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

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

**HIST 255 (S) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)**

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future. Beginning with the violences experienced by Native communities at Sand Creek in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to the recent actions at Standing Rock and Mauna Kea in the 21st century. Topics include Indigenous perspectives on "modernities"; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; "urban Indians" and the relocation era; Red Power activism and Indigenous internationalism; treaty rights, American Indian Law, and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast in which Williams College is situated.

**Class Format:** lecture blended with discussion

**Prerequisites:** Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** History and American Studies majors; then first- and second-year students from any major

**Expected Class Size:** 19

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

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

**Difference, Power, and Equity Notes:** This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

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

Spring 2021

LEC Section: 01 TBA Christine DeLucia

**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.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous 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:** 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:**

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 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

**HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)**

**Cross-listings:** LATS 286 HIST 286

**Secondary Cross-listing**

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

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

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

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

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

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

Fall 2020

LEC Section: H1 MWF 11:45 am - 1:00 pm Carmen T. Whalen

**HIST 293 (F) The Global Uprisings of 1968-69 (DPE)**

In 1968 and 1969, social rebellions erupted around the world to an extent never seen before. Tens of millions of people joined protests, riots, strikes, and armed groups that confronted a wide range of oppressive systems. This course focuses on four key issues that were central these upheavals: the intersection of Black liberation and decolonization struggles; challenges to state policing and authoritarian practices; the valorization (and criminalization) of youth; and new practices of gender and sexual liberation. Most English-language scholarship about these movements has focused on Europe, the United States, and Mexico. In addition to studying events in these regions, this class integrates histories from Senegal, Pakistan, Congo, Uruguay, Vietnam, Egypt, Jamaica, and Japan to provide a broader global perspective. Although focused on just two years, the class locates the events of 1968-69 in the context of longer-term historical developments taking place before and afterward. Doing so allows us to assess the degree to which rebellions were borne of longstanding local conflicts, and the degree to which they were fueled by transnational connections (intellectual, personal, or political) between geographically-distant movements. Finally, the course explores how the rebellions of these two years changed the world that we live in today and what lessons they offer to those seeking systemic change in 2020.

**Class Format:** Course offered remotely. Students will be asked to upload short written or verbal assignments weekly, as well as participating in a group video-conference discussion once per week during class hours. Alternative options can be developed for students whose ability to participate in video-conference discussions is limited.

**Prerequisites:** None, open to all.

**Enrollment Limit:** 15

**Enrollment Preferences:** In case of over-enrollment, preference will be given to History majors, Global Studies concentrators and those interested in social justice work.

**Expected Class Size:** 10

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

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

**Difference, Power, and Equity Notes:** This course focuses on the mass involvement of people in activities intended to create more equitable societies. We will analyze how historical actors from 1968-69 formulated differing conceptions of liberation and how to achieve it. Students also examine how social rebellions challenged existing structures of authority and created alternative forms of power. Throughout the class, students are asked to draw upon these historical examples to develop their own visions of equity and liberation.

**Attributes:** HIST Group G Electives - Global History

Fall 2020

SEM Section: R1 MW 8:30 pm - 9:45 pm Matthew Swagler

SEM Section: R2 TR 3:15 pm - 4:30 pm Matthew Swagler

### **HIST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

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

#### **Primary Cross-listing**

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

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

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

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

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

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

**HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

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

**Secondary Cross-listing**

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

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

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

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

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

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

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

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

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives



Spring 2021

SEM Section: 01 TBA Amal Egeiq

### **HIST 307 (F) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** HIST 307 ARAB 307

#### **Primary Cross-listing**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

**Class Format:** A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

**Expected Class Size:** 8-10

**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 307 (D2) ARAB 307 (D2)

**Difference, Power, and Equity Notes:** This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

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

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardsson

### **HIST 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319

#### **Primary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

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

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

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

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

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

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Anne Reinhardt

**HIST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321

**Primary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** discussion

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 25

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

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

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

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

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

**Cross-listings:** HIST 332 WGSS 331

**Primary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions

of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 8-12

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

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

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

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Chris Waters

### **HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)**

The inability--sometimes deemed the failure--of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Prerequisites:** none

**Enrollment Limit:** 12-15

**Enrollment Preferences:** History majors

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

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

Spring 2021

LEC Section: 01 TBA Roger A. Kittleson

**HIST 360 (F) Mapping North America: Critical Cartographies (DPE)**

This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal. Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

**Class Format:** Remote class. Class will center on weekly Zoom discussions in a seminar format, plus virtual one-on-one discussions with the instructor about writing projects.

**Prerequisites:** one History or American Studies course

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore, junior, and senior History and American Studies majors

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

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

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Christine DeLucia

**HIST 367 (S) Black History is Labor History (DPE)**

**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 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.

**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)

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

AFR 367 (D2) HIST 367 (D2)

**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 2021

SEM Section: 01 TBA Tyran K. Steward

### **HIST 368 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

#### **Primary Cross-listing**

Readings in American Slavery This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

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

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

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

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

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

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

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

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

**Class Format:** This class will be REMOTE

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** I am hoping to teach this course in two sections of 10-12 students.

**Expected Class Size:** 25

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

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

**Difference, Power, and Equity Notes:** By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.

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

Fall 2020

LEC Section: R1 TR 11:30 am - 12:45 pm Scott Wong

LEC Section: R2 TF 1:30 pm - 2:45 pm Scott Wong

### **HIST 385 (S) Latinx Politics in New York City and Beyond (DPE)**

**Cross-listings:** HIST 385 LATS 385

#### **Primary Cross-listing**

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

**Class Format:** discussion-based course

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

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

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

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

HIST 385 (D2) LATS 385 (D2)

**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

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

Spring 2021

SEM Section: 01 TBA Carmen T. Whalen

### **HIST 488 (F) Fictions of African American History (DPE) (WS)**

**Cross-listings:** HIST 488 AMST 488

#### **Primary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of

the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnut, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**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 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

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

Fall 2020

TUT Section: RT1 TBA Gretchen Long

**HIST 489 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

**Primary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

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

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

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

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate

question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

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

Fall 2020

TUT Section: RT1 TBA Magnús T. Bernhardtsson

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

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

**INTR 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

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

**Primary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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



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

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

Spring 2021

TUT Section: T1 TBA Joy A. James

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

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

**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*.

**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)

**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

Fall 2020

SEM Section: R1 TBA Joy A. James

**INTR 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

**Primary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

**JWST 268 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

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

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

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

**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:**

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

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

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

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

**LATS 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

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

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

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)**

**Cross-listings:** LATS 286 HIST 286

**Primary Cross-listing**

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

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

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

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

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

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

Fall 2020

LEC Section: H1 MWF 11:45 am - 1:00 pm Carmen T. Whalen

### **LATS 385 (S) Latinx Politics in New York City and Beyond (DPE)**

**Cross-listings:** HIST 385 LATS 385

#### **Secondary Cross-listing**

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

**Class Format:** discussion-based course

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

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

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

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

HIST 385 (D2) LATS 385 (D2)

**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

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

Spring 2021

SEM Section: 01 TBA Carmen T. Whalen

### **LATS 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

#### **Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important

developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

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

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

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

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

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

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

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

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

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

**LEAD 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

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

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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

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

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

Spring 2021

TUT Section: T1 TBA Joy A. James

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

**Cross-listings:** HIST 254 AMST 254 LEAD 254

**Secondary Cross-listing**

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

**Class Format:** Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

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

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

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

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

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

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

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

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

**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*.

**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)

**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

Fall 2020

SEM Section: R1 TBA Joy A. James

**LEAD 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321

**Secondary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have

helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** discussion

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 25

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

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

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

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

**MAST 267 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

**Primary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

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

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

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

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



PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

**MUS 111 (F) Music Cultures of the World (DPE)**

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: "throat singing" genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

**Class Format:** This course is offered remotely. Online meetings will be a mixture of large group lecture/discussion and smaller breakout groups.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** current or prospective majors in Music, Anthropology, Sociology, and Arabic, Asian, Africana, and Latino/a Studies.

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

**Attributes:** MUS World Music/Ethnomusicology

Fall 2020

LEC Section: R1 MW 10:00 am - 11:15 am Corinna S. Campbell

**MUS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** MUS 177 WGSS 177

**Primary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 15

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

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

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

MUS 177 (D1) WGSS 177 (D2)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2021

SEM Section: 01 TBA Corinna S. Campbell

**MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)**

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

**Class Format:** This course is a hybrid model, involving a combination of exclusively remote all-class meetings and small group meetings in which remote students and in-person students will meet separately.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Upperclass students and music majors, international students who need to fulfill in-person requirement.

**Expected Class Size:** 15

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

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

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

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

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Corinna S. Campbell

**MUS 278 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278 WGSS 248

**Primary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she has come to exemplify the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952

*Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Gei* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** After two initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled seminar time is obligatory only for the first two meetings.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

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

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

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

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: T1 TBA M. Jennifer Bloxam

### **MUS 279 (F) American Pop Orientalism (DPE) (WS)**

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

**Prerequisites:** previous related coursework and/or musical experience is desirable, but is not required

**Enrollment Limit:** 10

**Enrollment Preferences:** students with prior related course experience

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

**Attributes:** AMST Arts in Context Electives ASAM Core Courses

Fall 2020

**MUS 323 (S) Arts Organizing in Africa and the Diaspora (DPE)**

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

**Class Format:** This is a remote course.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2021

SEM Section: 01 TBA Corinna S. Campbell, Tendai Muparutsa

**PHIL 327 (S) Foucault on Power and Knowledge (DPE) (WS)**

**Cross-listings:** WGSS 327 PHIL 327

**Primary Cross-listing**

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance and value of his work such as: *Discipline and Punish*, *The History of Sexuality* (vols. 1-3), and selected interviews and course lectures. We will focus particularly on how subjects are positioned in relation to his writings on power and knowledge with particular attention to the later so-called ethical writings in the years before his untimely death in 1984.

**Requirements/Evaluation:** meets History requirement only if registration is under PHIL

**Prerequisites:** at least two courses in PHIL or political or critical theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 8-10

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

**Unit Notes:** meets History requirement only if registration is under PHIL

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

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

WGSS 327 (D2) PHIL 327 (D2)

**Writing Skills Notes:** Students will write between 40-50 pages by the end of the semester and receive regular feedback on their written work from the instructor and their tutorial partner. They will write both expository, interpretive and critical essays and will regularly be asked to defend their interpretations and arguments.

**Difference, Power, and Equity Notes:** This is a course about power and freedom. We read genealogical histories of disciplinary institutions that exclude and aim to correct "dangerous" or "abnormal" individuals, or attach them to identities and desires in order to manage them. We also address power at the level of population management, the emergence of the neoliberal idea of the self as enterprise, and the promise of resistance in the form of ethical practices of freedom.

**Attributes:** AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Spring 2021

TUT Section: T1 TBA Jana Sawicki

**PHIL 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

**Secondary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amílcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

**PHLH 201 (S) Dimensions of Public Health (DPE) (WS)**

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.

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distributions:** No divisional credit (DPE) (WS)

**Writing Skills Notes:** Given the interdisciplinary and collaborative nature of public health work we will have the students work in peer groups giving feedback on each other's written work, followed by opportunities to revise for clarity and content.

**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 2021

SEM Section: 01 TBA Kiaran Honderich

**PHLH 220 (F) International Nutrition (DPE) (WS)**

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

**Class Format:** This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15' clips, (2) read peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.

**Prerequisites:** PHLH 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 12

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

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

**Writing Skills Notes:** As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of international development and nutrition programming.

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

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Marion Min-Barron

**PSCI 160 (F) Refugees in International Politics (DPE) (WS)**

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. 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?

**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

Fall 2020

TUT Section: RT1 TBA Cheryl Shanks

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

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

### **PSCI 221 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

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

#### **Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by

the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence*; "Reflections on Little Rock"); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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

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

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

Spring 2021

TUT Section: T1 TBA Joy A. James

**PSCI 256 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

**Secondary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

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

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

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

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

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor,



urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

**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 40% lecture and 60% discussion

**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:** 19

**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 2021

LEC Section: 01 TBA Elizabeth Iams Wellman

**PSCI 332 (S) The Body as Property (DPE)**

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

**Prerequisites:** prior coursework in political theory, cultural theory, philosophy or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors with a concentration in Political Theory, then other Political Science majors

**Expected Class Size:** 10

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

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

**Difference, Power, and Equity Notes:** The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

**Attributes:** JLST Interdepartmental Electives PSCI Political Theory Courses

Spring 2021

TUT Section: T1 TBA Nimu Njoya

### **PSCI 352 (F) Politics in Mexico (DPE)**

**Cross-listings:** GBST 352 PSCI 352

#### **Primary Cross-listing**

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

**Class Format:** lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Grading:** 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 352 (D2) PSCI 352 (D2)

**Difference, Power, and Equity Notes:** One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

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

Fall 2020

LEC Section: H1 TR 9:45 am - 11:00 am James E. Mahon

CON Section: H2 TBA James E. Mahon

### **PSCI 373 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

#### **Secondary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

**PSCI 376 (F) Angela Davis: Political Theory, Activism, and Alliances** (DPE) (WS)

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

**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*.

**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)

**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

Fall 2020

**PSCI 382 (F) The Politics of Migration: Citizen, Immigrant, Alien, Refugee (DPE)**

Currently 272 million international migrants live in a country different from where they were born, an increase of 78% since 1990. What are the social, economic, and political consequences of unprecedented global mobility in both destination countries and countries of origin? This class investigates one of the most polarizing and relevant issues of our time: the politics of migration. Throughout the semester we interrogate four themes central to migration politics: rights, representation, access, and agency. The course is organized with a focus on status: which "categories" of people (i.e. citizens, migrants, refugees) have differential access to rights, services, and representation and why. Drawing on political speeches, documentary films, humanitarian campaigns, and a variety of academic texts, we critically analyze how those categories are constructed, as well as the political work they do in making claims, justifying policies, and shaping public opinion. The class situates contemporary US migration policies within a global context and over time, placing the US case in conversation with considerations of migration politics and policies in countries around the world. As an experiential education course, we will (virtually) attend a US naturalization ceremony as well as interview officials from organizations working with migrants and refugees here and abroad.

**Class Format:** As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

**Prerequisites:** Prior course work in political science or global studies.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors, Global Studies Concentrators.

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** This course examines the politics of migration with a focus on the power inherent within particular categorizations of people in relation to the state (i.e. citizens, migrants, aliens, refugees). We compare policies shaping the lives of migrants around the world, with particular considerations of how race, gender, age, and religion shape migration experiences (and migration policy). We focus on rights, access, and migrant agency throughout the course.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Elizabeth Iams Wellman

**PSYC 348 (F) Psychology of Prejudice (DPE)**

Prejudice is everywhere. This class is intended to help you understand why. Readings and discussion will seek to illuminate the roots of prejudice, its many forms, and how it may be reduced. We will investigate how scientists measure undesirable and even unacknowledged attitudes, and consider the effects of people being unaware of their own biases, both psychologically and societally. Overall, we will use scientific evidence to inform our understanding of social identities, their complexities, and their consequences, and students will design and conduct empirical research projects based on the course material.

**Class Format:** This is a hybrid course for both remote and in-person students. We will meet on campus twice a week for seminar-style discussions, with a synchronous video link provided for those who are not physically present. Weekly lab sessions will primarily be conducted remotely, with students completing projects over the course of the semester in groups of 3 or 4. This structure is subject to change, however, in consultation with the whole class about their experience.

**Prerequisites:** PSYC 201 and PSYC 242 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** This course introduces students to the phenomenon of prejudice, including racism, sexism, and other forms. It will explore the psychological origins of prejudice and students will discuss and develop empirically-supported strategies for reducing prejudice.

**Attributes:** PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Fall 2020

SEM Section: H1 MW 11:45 am - 1:00 pm Jeremy C Simon

LAB Section: H2 T 1:00 pm - 3:00 pm Jeremy C Simon

**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.

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 14

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

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

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

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

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

Spring 2021

SEM Section: 01 TBA Saadia Yacoob

**REL 268 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their

disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

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

**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:**

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

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

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

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

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

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

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

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

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

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

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

**REL 311 (S) Islam and the Critical Study of Secularism (DPE)**

**Cross-listings:** ANTH 311 REL 311

**Primary Cross-listing**

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically asecural religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

**Class Format:** This is a hybrid course, conducted both in-person and online and using a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings conducted via Zoom and in-person. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly reading responses, the mid-term, and final paper.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Anthropology majors.

**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:**

ANTH 311 (D2) REL 311 (D2)

**Difference, Power, and Equity Notes:** This course will sensitize students to the intractable problem of securing religious freedom/diversity/tolerance

under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021

SEM Section: 01 TBA Sohaib I. Khan

**REL 376 (F) Islam and Capitalism (DPE)**

Islam and Capitalism are two widely debated and yet increasingly elusive phenomena of our contemporary age. This course offers a chronological and thematic study of the conceptual and material entanglements between Islam and Capitalism. The mere juxtaposition of Islam and Capitalism is beset with conceptual difficulty and anachronism: can Islam be conceived as a religion proper given the Shari'a's extensive regulation of commercial life? Is faith in the providence of free markets akin to religious belief? Are Islam and Capitalism universal goods, or are they isomorphic to distinct cultures? Does the simultaneous rise of Islamic banking and "halal" consumerism signal a revolt against capitalist modernity, or does it mark the domestication of religion by forces of the market? How do Islamic conceptions of socioeconomic justice and ecological preservation respond to the environmental crises of Capitalism and the Anthropocene? We will explore these questions and address their underlying assumptions from within the disciplinary frameworks of History, Anthropology, and Religious Studies. In terms of theory, students will comprehend key debates and methodological approaches to the broader study of religion and capitalism, including formal resemblances between theological concepts and theorizations of the market; the analytical purchase of binary oppositions between religion (enchantment) and economics (rationality); the cultural embeddedness of markets versus their formalistic autonomy; postcolonial critiques of corporate sovereignty and neoliberalism; and, finally, economic/ecological assemblages and "religious economies." In addition to harnessing theoretical tools of analysis, students will also acquire substantial knowledge of the Shari'a, its commercial laws, institutions, and contracts by studying the history of commerce in Muslim societies from 7th-century agrarianism to contemporary Islamic finance. The diverse topics, regions, and periods covered in the course are organized into 5 modules: (1) theoretical concepts in religion and economics; (2) the Shari'a and Islamic commercial law; (3) commerce in medieval Islam; (4) modernity, colonialism, and industrial capitalism; and, finally, (5) globalization, modern Islamic finance, and environmentalism.

**Class Format:** This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly reading responses, the mid-term, and final paper.

**Prerequisites:** There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

**Enrollment Limit:** 19

**Enrollment Preferences:** Seniors

**Expected Class Size:** 19

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

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

**Difference, Power, and Equity Notes:** This course examines trajectories of capitalism--beyond its isomorphic relationship with Western culture--in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Fall 2020

SEM Section: R1 MWF 11:45 am - 1:00 pm Sohaib I. Khan

**RLFR 211 (F) Explorers, Missionaries, Colonizers: French Travel Narratives in the Age of Discovery (DPE)**

Often referred to in European history as the "Age of Discovery" or the "Age of Exploration," the 15th and 16th centuries saw the rise of overseas exploration from Europe to the Americas, Asia and Africa. These travels both contributed to the expansion of the known world for Europeans and also laid the foundations for commercial routes and colonisation. French travelers played a key role in this process and documented their journeys in detailed narratives. After reading short excerpts of earlier works that built the travel narrative genre, such as Ibn Battuta's Travels and Marco Polo's Book of Marvels, we will read longer excerpts from Jacques Cartier's Brief narration of the Navigation to the Islands of Canada, Jean de Léry's History of a Voyage to the Land of Brazil, Pierre Belon's Voyage to the Levant, and study the maps that were created during this time period. We will analyze



the representation of the journey itself, the descriptions of the lands traveled to and their inhabitants, and also the enunciation of the goals of such travels. We will see how a rhetoric of fascination, wonder and curiosity is intertwined with economical, political and religious agendas. There is no "official" travel narrative written by a woman in this time period: we will wonder why and study the representation of women in these texts. Conducted in French.

**Class Format:** Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

**Prerequisites:** Exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or Permission of the Instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference given to French Majors & French Certificate Students, and those with compelling justification for admission (statement of interest required).

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** This course qualifies for a DPE requirement because it addresses the early history of French colonization. The 15th and 16th century travel narratives we will focus on will allow students to critically engage with the first interactions of French people with indigenous populations and inhabitants of the Americas, Africa and India, with the religious and commercial projects undertaken by France vis-à-vis these territories, and with the racial and power dynamics that structure these narratives.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Cécile Tresfels

#### **RLFR 416 (S) Liberté, Égalité, Fraternité? Questioning Inclusion in French Literature and Culture (DPE)**

"Liberté, Égalité, Fraternité" is the national motto of France and of the Republic of Haiti. It finds its origin in the French Revolution but was institutionalized as the official symbol of the Republic in 1880. In this course, we will study literary texts and historical documents to explore these three terms, their cultural and philosophical meaning, their institutional definitions and their application in French society. Who gets to be free throughout French history? If equality is a republican principle, what about equity? Could fraternity be replaced by a more inclusive term referring to more than one gender? Readings will include literary texts from the 16th to the 21st century (essays, pamphlets, tales, plays and novels by Montaigne, La Fontaine, De Gouges, Voltaire, Hugo, De Staël, Césaire, Miano) as well as other sources such as the Code Noir, the Déclaration des droits de la Femme et de la Citoyenne, the Décret d'Abolition de l'Esclavage and the Constitution of the Fifth Republic.

**Prerequisites:** Any 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission (statement of interest required).

**Expected Class Size:** 16

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

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

**Difference, Power, and Equity Notes:** This course qualifies for a DPE requirement because it addresses the discrepancy between the values promoted by the national French motto and their actual application in French society throughout history. Students will investigate how inclusion within the French nation varies according to race, class, gender, sexuality and ability. They will explore the history of French republican concepts of inclusion such as universalism and "laïcité" as well as their divisive and excluding potential.

Spring 2021

SEM Section: 01 TBA Cécile Tresfels

#### **RLSP 230 (F) Mexican Literature and Cultural Production (DPE) (WS)**

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. *Conducted in Spanish.*

**Prerequisites:** RLSP 105, placement exam results, permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

**Attributes:** GBST Latin American Studies Electives

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Carlos Macias Prieto

**RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century (DPE) (WS)**

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. *Conducted in Spanish.*

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** Each student will write three 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. 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 and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

**Attributes:** GBST Latin American Studies Electives

Spring 2021

SEM Section: 01 TBA Carlos Macias Prieto

**RLSP 319 (F) Dictatorship and the Latin-American Novel (DPE)**

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy 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.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors, Latina/o Studies concentrators

**Expected Class Size:** 5-10

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

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

**Difference, Power, and Equity Notes:** This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

**Attributes:** GBST Latin American Studies Electives

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Gene H. Bell-Villada

#### **RLSP 404 (F) Spain's Tale of Two Cities:Madrid and Barcelona (DPE)**

The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic *Homage to Catalonia*(1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

**Class Format:** Remote Instruction.

**Prerequisites:** Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

**Enrollment Limit:** 11

**Enrollment Preferences:** Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.

**Expected Class Size:** 10

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

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

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Soledad Fox

#### **RUSS 218 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** AMST 219 RUSS 218 WGSS 217

**Secondary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

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

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

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

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

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

Spring 2021

SEM Section: 01 TBA Alexandar Mihailovic

**RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** SOC 248 GBST 247 RUSS 248

**Secondary Cross-listing**

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

**Class Format:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

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

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

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

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

**SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Primary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 16

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

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

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

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Ben Snyder

**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 self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Prerequisites:** none

**Enrollment Limit:** 20

**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)

**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 2021

SEM Section: 01 TBA Christina E. Simko

### **SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

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

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

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** SOC 248 GBST 247 RUSS 248

**Primary Cross-listing**

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

**Class Format:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

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

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

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

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

**STS 215 (F) Viral Inequality: Power and Difference in Pandemics (DPE)**

**Cross-listings:** GBST 217 STS 215

**Primary Cross-listing**

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: *Who matters? Whose lives* are prioritized and protected? *Whose expertise* is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar

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

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores

**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:**

GBST 217 (D2) STS 215 (D2)

**Difference, Power, and Equity Notes:** This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

**Attributes:** PHLH Social Determinants of Health

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Shoan Yin Cheung

**STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Secondary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 16

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

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

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

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Ben Snyder

**STS 243 (F) Epidemic! A Critical History of Medicine, Science and Power (DPE)**

The world after COVID won't look the same. It has disrupted our lives and laid bare the racial, gendered and economic inequalities in our health



system, and the deficiencies of political and public health institutions, as it continues to claim more victims. For centuries, communicable diseases ravaged different communities and led to massive mortality and morbidity. The death toll disrupted social organizations, destroyed families and communities, and challenged medical institutions and State authority. Medical thought and practice struggled to make sense of contagion, disease factors and treatment; State authorities were faced with demands to intervene, protect and support the sick, all while its own institutions were ravaged by diseases; race, gender, sexuality and other human differences were deployed to justify why some died more, and to show that, for the State, some lives mattered more than others. In this course, we trace how epidemics influenced the history of medicine, science and technology, and how they impacted social structures around the world. We ask about the meaning of contagion, how medical and scientific thought understood diseases. We investigate the history of quarantines and isolations. We ask about race, gender and sexuality and their place in the making of epidemics, and we investigate the history of colonialism and its connection to changing disease landscape. Tracing epidemics from the nineteenth century plagues to COVID, the course investigates the place of epidemics and contagion in medical and scientific thought, how they relate to race, gender, sexuality and colonialism, and how they changed and shaped the world we live in.

**Class Format:** The class will be hybrid with once a month F2F meeting outside. All other meetings will be conducted remotely

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Concentrators, followed by seniors

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality. Students will engage with a number of theories and methods related to difference, such as critical race theory, postcolonial theory and queer theory.

Fall 2020

SEM Section: H1 MW 11:45 am - 1:00 pm Ahmed Ragab

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

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

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

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

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

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

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

### **STS 370 (F) Medicine and Campus Health in Disruptive Times (DPE)**

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

#### **Secondary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

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

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

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

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

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 pm Kim Gutschow

### **STS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

### Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway's "Situated Knowledges" and "A Cyborg Manifesto" -- research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

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

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

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

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

**Attributes:** STS Senior Seminars

Spring 2021

SEM Section: 01 TBA Ezra D. Feldman

### THEA 216 (S) Asian/American Identities in Motion (DPE)

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

### Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**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:**

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

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

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

**Secondary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

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

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

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

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**THEA 230 (S) Performance Practices of India (DPE)**

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

**Primary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

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

Spring 2021

SEM Section: 01 TBA Shanti Pillai

**THEA 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

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

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

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**THEA 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Primary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today.

Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusia Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

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

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

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

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: T1 TBA Amy S. Holzapfel

### **THEA 284 (F) Global Digital Performance (DPE)**

This course explores the ways in which digital technologies are shaping performance practices. We will consider theater, dance and performance art, as well as the use of social media in political movements and everyday life. We will begin by examining the long history of mediatization in performance. From painting, puppetry and photography to video, VR and Tik Tok, performers' bodies have always been, in some sense, "mediated." We will interrogate the affects and power relations at stake in questions of "liveness," paying particular attention to how the representation of bodies is embroiled in longstanding imperialist projects of representing the "Other," racialized and gendered modes of viewing, and global regimes of neoliberal surveillance. On the other hand, we will examine the role digital communication platforms play in political resistance. We will apply our growing understanding of the pitfalls and potential of digital technologies to examining the aesthetic strategies and political projects of artists and their audiences from various parts of the world. Throughout our work we will acknowledge how access to new technologies, as well as the meaning given to their use, vary between national, cultural, and class contexts. This includes keeping in mind the "digital divide" so that we can chip away at our common sense assumptions that the internet and digital art making are inherently democratic.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote learning component, students will view brief lectures and online video content, engage with required readings on their own time, and complete handouts and assignments based on prompts. Weekly synchronous discussions (either in small groups or in a larger group) will be conducted either in Zoom or, if it is safe to do so, in a classroom.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors; Art majors; Global Studies concentrators. This course is open and welcoming to all students. Please be in touch with Prof. Pillai or Prof. Holzapfel with questions or to express interest in the course.

**Expected Class Size:** 10

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

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

**Difference, Power, and Equity Notes:** This course interrogates the role of artistic and social practices of digital performance in producing and sustaining power structures (state, imperial, colonial, neoliberal) and inequities (racial, gendered, class-based). Focus will include the ways that interactions between makers and users in the virtual realm replicate or contest the inequitable social, racialized, and gendered dynamics that organize daily life offline.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Shanti Pillai, Amy S. Holzapfel

### **THEA 301 (F) Global Theatre and Performance Histories (DPE)**

**Cross-listings:** THEA 301 COMP 303

#### **Primary Cross-listing**

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

**Prerequisites:** For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre 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 principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020

SEM Section: H1 TR 11:30 am - 12:45 pm Amy S. Holzapfel

### **THEA 322 (F) Feminist and Queer Performance at the Limit of Action (DPE)**

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

### Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism--key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

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

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**THEA 323 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

### Secondary Cross-listing

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)



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

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)**

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** remote only, mixture of synchronous online discussions and mini-lectures, etc.

**Requirements/Evaluation:** required course for the Women's, Gender and Sexuality Studies major

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 12

**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:** AMST Critical and Cultural Theory Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Alison A. Case

SEM Section: R2 MW 11:45 am - 1:00 pm Emily Mitchell-Eaton

Spring 2021

SEM Section: 01 TBA Kelly I Chung, Greta F. Snyder

**WGSS 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** WGSS 127 CHIN 427 ASST 127

**Secondary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was

initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of *Spring Grass*, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Class Format:** remote instruction

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

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

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

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

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: T1 TBA Li Yu

**WGSS 138 (F) Spectacular Sex** (DPE) (WS)

**Cross-listings:** WGSS 138 ANTH 138

**Primary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

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

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

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

WGSS 138 (D2) ANTH 138 (D2)

**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. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020

TUT Section: RT1 TBA Gregory C. Mitchell

**WGSS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** MUS 177 WGSS 177

**Secondary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 15

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

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

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

MUS 177 (D1) WGSS 177 (D2)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2021

SEM Section: 01 TBA Corinna S. Campbell

**WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

**Secondary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and

Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**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:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

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

Spring 2021

SEM Section: 01 TBA 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

**Prerequisites:** None. WGSS 101 may be helpful as background knowledge, but is not required.

**Enrollment Limit:** 12

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 12

**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 2020

SEM Section: R1 TR 6:45 pm - 8:00 pm Gregory C. Mitchell

Spring 2021

SEM Section: 01 TBA Kelly I Chung

**WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** AMST 219 RUSS 218 WGSS 217

**Secondary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

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

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

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

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

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

Spring 2021

SEM Section: 01 TBA Alexandar Mihailovic

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

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

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

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

**Secondary Cross-listing**

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

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

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

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

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

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

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**WGSS 240 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans\* men? We will pay particular attention to racialized, queer,

and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

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

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

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**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.

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 14

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

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

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

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

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

Spring 2021

SEM Section: 01 TBA Saadia Yacoob

## **WGSS 244 (F) Actually Existing Alternative Economies (DPE)**

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** open to sophomores and above

**Expected Class Size:** 10

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

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

**Difference, Power, and Equity Notes:** The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2020

TUT Section: RT1 TBA Kieran Honderich

## **WGSS 248 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278 WGSS 248

### **Secondary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she has come to exemplify the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Gei* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** After two initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled seminar time is obligatory only for the first two meetings.



**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

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

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

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

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: T1 TBA M. Jennifer Bloxam

**WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusia Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: T1 TBA Amy S. Holzapfel

**WGSS 255 (F) "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 (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 ONLINE with mostly a synchronous mode of instruction. **FIRST MEETING:** for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**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:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 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:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D1)

**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

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

**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

**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 2020

SEM Section: H1 TF 3:15 pm - 4:30 pm Margaux L Kristjansson

**WGSS 309 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)**

**Cross-listings:** WGSS 309 AMST 303

**Primary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with race and ethnicity, queerness, trans\*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and AMST majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2021

SEM Section: 01 TBA Emily Mitchell-Eaton

### **WGSS 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319

#### **Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Anne Reinhardt

### **WGSS 321 (F) Feminist and Queer Performance at the Limit of Action (DPE)**

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

#### **Primary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism---key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**WGSS 323 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Primary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

**WGSS 327 (S) Foucault on Power and Knowledge (DPE) (WS)**

**Cross-listings:** WGSS 327 PHIL 327

### Secondary Cross-listing

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance and value of his work such as: *Discipline and Punish*, *The History of Sexuality* (vols. 1-3), and selected interviews and course lectures. We will focus particularly on how subjects are positioned in relation to his writings on power and knowledge with particular attention to the later so-called ethical writings in the years before his untimely death in 1984.

**Requirements/Evaluation:** meets History requirement only if registration is under PHIL

**Prerequisites:** at least two courses in PHIL or political or critical theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets History requirement only if registration is under PHIL

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 327 (D2) PHIL 327 (D2)

**Writing Skills Notes:** Students will write between 40-50 pages by the end of the semester and receive regular feedback on their written work from the instructor and their tutorial partner. They will write both expository, interpretive and critical essays and will regularly be asked to defend their interpretations and arguments.

**Difference, Power, and Equity Notes:** This is a course about power and freedom. We read genealogical histories of disciplinary institutions that exclude and aim to correct "dangerous" or "abnormal" individuals, or attach them to identities and desires in order to manage them. We also address power at the level of population management, the emergence of the neoliberal idea of the self as enterprise, and the promise of resistance in the form of ethical practices of freedom.

**Attributes:** AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Spring 2021

TUT Section: T1 TBA Jana Sawicki

**WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics** (DPE) (WS)

**Cross-listings:** AMST 310 WGSS 330 ENGL 302

### Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s and 1970s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In the 1960s and 1970s, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**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 310 (D2) WGSS 330 (D2) ENGL 302 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2021

SEM Section: 01 TBA Bethany Hicok

**WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

**Secondary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 8-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Chris Waters

**WGSS 350 (S) 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.

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**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 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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**WGSS 371 (F) Medicine and Campus Health in Disruptive Times (DPE)**

**Cross-listings:** STS 370 WGSS 371 ANTH 371

**Secondary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.



**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

**Attributes:** EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 pm Kim Gutschow

### **WGSS 403 (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.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to WGSS majors.

**Expected Class Size:** 10

**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 2021

SEM Section: 01 TBA Greta F. Snyder

### **WGSS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

### Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway's "Situated Knowledges" and "A Cyborg Manifesto" -- research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

**Attributes:** STS Senior Seminars

Spring 2021

SEM Section: 01 TBA 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 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.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2)

**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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

SEM Section: 01 TBA Benjamin Twagira

**AFR 115 (F) The Literature of Sports (DPE) (WS)**

**Cross-listings:** AFR 115 ENGL 115

**Secondary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

**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 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Rowan Ricardo Phillips

**AFR 158 (F) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** AFR 158 HIST 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.

**Class Format:** This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**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:**

AFR 158 (D2) HIST 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

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

**AFR 203 (S) The Making of Modern Africa (DPE)**

**Cross-listings:** HIST 205 AFR 203

**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.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 205 (D2) AFR 203 (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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

LEC Section: 01 TBA Benjamin Twagira

**AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)**

**Cross-listings:** ARTH 207 AFR 207

**Secondary Cross-listing**

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

**Class Format:** This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 207 (D1) AFR 207 (D2)

**Writing Skills Notes:** This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

**Attributes:** ARTH post-1800 Courses GBST African Studies Electives

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

**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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**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 2020

SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

**AFR 217 (F) Women and Girls in (Inter)National Politics (DPE)****Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

**AFR 224 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: T1 TBA Joy A. James

**AFR 328 (F) Feminist and Queer Performance at the Limit of Action** (DPE)

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

### Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism--key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**AFR 329 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

### Secondary Cross-listing

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)



**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

**AFR 335 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

**AFR 340 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

**Secondary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and*

*Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

**AFR 351 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

**Secondary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Anthony Y. Kim

Spring 2021

SEM Section: 01 TBA Anthony Y. Kim

**AFR 353 (S) Digging in the Crates: Making and Unmaking Literary Tradition (DPE)**

**Cross-listings:** ENGL 352 AFR 353

**Secondary Cross-listing**

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

**Attributes:** ENGL Literary Histories A ENGL Literary Histories C

Spring 2021

SEM Section: 01 TBA Rowan Ricardo Phillips

**AFR 359 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)**

**Cross-listings:** AFR 359 AMST 356

**Secondary Cross-listing**

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

**Requirements/Evaluation:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to

Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

**Attributes:** AMST pre-1900 Requirement

Spring 2021

SEM Section: 01 TBA Margaux L Kristjansson

**AFR 363 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

**Secondary Cross-listing**

**Readings in American Slavery** This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

## **AFR 367 (S) Black History is Labor History (DPE)**

**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.

**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)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**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 2021

SEM Section: 01 TBA Tyran K. Steward

## **AFR 390 (F)(S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

### **Secondary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" 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 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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact

Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies 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:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able 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. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

### **AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)**

American Studies is a capacious, interdisciplinary, and extraordinarily varied field encompassing ethnic studies, women and gender studies, political science, media studies, history, anthropology, literature, ethnography, and more. "America" as a term is itself contentious. Is America transnational and transhistorical? Does America mean the United States? Is it a settler colonial empire? A symbol of liberal democracy? Who or what is American and who or what makes America? In asking and answering these questions, American Studies scholars value scholarship and teaching rooted in praxis, political relevance, intersectionality, and solidarity. In this course, we will anchor the dizzying array of methods and questions surrounding who, what, where, when (and why) is America(n) by focusing on the very real ways these subjects are embodied -- in environments, practices and artifacts, and in the bodies of people who labor under, are colonized and oppressed by, who resist, refuse, reform, and reimagine "America." The goal of this course is to explore the myriad and contradictory ways in which America has been made and unmade, training students in primary source analysis, including political manifestos, autobiographies, historical and archival materials, legal documents, ethnography, art, literature, music, and film.

**Class Format:** This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). In the time slots assigned to this course, there will be a single, collective meeting every week, as well as weekly meetings of small groups in which readings are further discussed.

**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, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Cassandra J. Cleghorn

Spring 2021

SEM Section: 01 TBA Eli Nelson

**AMST 125 (F)(S) Introduction to Asian American and Pacific Islander Studies (DPE)**

This course covers topics and approaches salient to contemporary Asian American and Pacific Islander (AAPI) Studies as an interdisciplinary field of scholarship and activism. Drawing on a wide range of materials—including 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, 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, and remain attentive to overlaps with Native, Indigenous, Black, and Latinx studies and communities. As such, the course will also offer relational and comparative perspectives that will encourage students to make connections between AAPI communities and other ethnic and racial minorities. This course will be conducted remotely. Each week, students will be expected to complete an average of 50 pages of reading and/or watch a documentary film; view a pre-recorded mini-lecture made by the professor; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions or synchronous small-group discussions with the professor. Students will be given 3 free passes on these assignments. A 3-5-page mid-term paper will be due between weeks six and eight, and each student will be required to participate in a class-wide final project, to be decided by the entire class. Ideas include a comic book of AAPI history and terms, a zine examining complex topics for AAPI communities, or an online learning tool for AAPI studies. Students may volunteer for particular roles in the creation of the final project, or may be assigned roles, but no student will be asked to contribute beyond the limits of the technology or resources available to them.

**Class Format:** This course will be conducted remotely. International students should contact the professor by email if interested.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over enrolled: first-year students

**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," "Asian American," and "Pacific Islander" 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

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Jan Padios

Spring 2021

SEM Section: 01 TBA Jan Padios

**AMST 146 (F)(S) Introduction to Native American and Indigenous Studies (DPE)**

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

**Class Format:** This course will be taught remotely. Class sessions will include asynchronous lectures and Zoom-based discussion sections. Additionally, we will interact through online message boards and group film screenings.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** American Studies majors or first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race, gender, sexuality, and the construction of difference.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Eli Nelson

Spring 2021

SEM Section: 01 Cancelled

**AMST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America** (DPE) (WS)

**Cross-listings:** AMST 163 HIST 163

**Secondary Cross-listing**

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** discussion

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

**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:**

AMST 163 (D2) HIST 163 (D2)

**Writing Skills Notes:** Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

**Difference, Power, and Equity Notes:** This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on



Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2021

SEM Section: 01 TBA Christine DeLucia

**AMST 200 (F)(S) Ethnographic Directions (DPE)**

This course introduces students to the practice and politics of ethnography--the study and description of people--as a set of research methods and genre of writing used in fields such as sociology, anthropology, cultural studies, critical media studies, ethnic studies, and the study of social movements. We will look at work that uses ethnography as a primary method, paying particular attention to work within American Studies. This may include the research of those who study "up," by writing about powerful organizations and institutions, such as Wall Street; those who study "across" national boundaries in order to illuminate global dynamics, such as free trade; those who study "in solidarity," with activists and/or organizers, such as environmentalists; or those who study from "within" communities with which they identify, such as Black or Latinx communities. Students will therefore gain familiarity with ethnographic methods, including participant observation and interviews; the ethics of ethnography, such as who has the right to observe and record others; and styles of ethnographic writing, such as narrative and reportage. This course will be conducted remotely. Each week, students will be expected to complete an average of 50 pages of reading; view a pre-recorded mini-lecture made by the professor; submit 200-300-word responses to readings and a 75-100-word discussion question; and participate in synchronous class discussions or synchronous small-group discussions with the professor. Students will be given 3 free passes on these assignments. One 3-5-page mid-term paper will be due between weeks six and eight. For the final, students will be asked to write either 1) a 5-page scholarly book review of one single-authored ethnographic work, parts of which we will have read during the course, or 2) write a 5-page scholarly blog post about a particular issue in ethnographic research. Examples of both will be provided.

**Class Format:** This course will be conducted remotely. International students should contact the professor by email if interested.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Enrollment preferences if over enrolled: 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 a range of ethnographic studies of people and cultures around the world, with particular attention to scholarship in which power relations and structural analysis are central. Students are asked to discover how scholars use ethnographic methods to account for differences within and between communities.

**Attributes:** AMST Space and Place Electives

Fall 2020

SEM Section: R1 TR 6:45 pm - 8:00 pm Jan Padios

Spring 2021

SEM Section: 01 TBA Jan Padios

**AMST 201 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: T1 TBA Joy A. James

**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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**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 2020

SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

### **AMST 213 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** GBST 214 ASST 214 THEA 216 DANC 216 AMST 213

#### **Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) DANC 216 (D1) AMST 213 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

### **AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** AMST 219 RUSS 218 WGSS 217

#### **Primary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities

between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

**Attributes:** AMST Critical and Cultural Theory Electives

Spring 2021

SEM Section: 01 TBA Alexandar Mihailovic

### **AMST 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** WGSS 226 THEA 226 AMST 226 DANC 226

#### **Secondary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**AMST 241 (S) Performing Masculinity in Global Popular Culture (DPE)****Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans\* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** a short statement of interest will be solicited**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**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 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.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous 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:** 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:**

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 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

**AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** HIST 254 AMST 254 LEAD 254

**Secondary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

**Class Format:** Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History or American Studies majors, followed by first- and second-year students

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

## 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

**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 2020

SEM Section: H1 TF 3:15 pm - 4:30 pm Margaux L Kristjansson

## AMST 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)

**Cross-listings:** COMP 357 AMST 300 ENGL 300

### Primary Cross-listing

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalanani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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:**

COMP 357 (D1) AMST 300 (D2) ENGL 300 (D1)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

**AMST 303 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)**

**Cross-listings:** WGSS 309 AMST 303

**Secondary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with race and ethnicity, queerness, trans\*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and AMST majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2021

SEM Section: 01 TBA Emily Mitchell-Eaton

**AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)**

**Cross-listings:** AMST 310 WGSS 330 ENGL 302

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s and 1970s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In the 1960s and 1970s, feminist activist poets were at the center of



a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**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 310 (D2) WGSS 330 (D2) ENGL 302 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2021

SEM Section: 01 TBA Bethany Hicok

**AMST 326 (F) Feminist and Queer Performance at the Limit of Action (DPE)**

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

**Secondary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism--key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**AMST 329 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

**AMST 351 (S) 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.

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**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 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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**AMST 356 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)**

**Cross-listings:** AFR 359 AMST 356

**Primary Cross-listing**

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

**Requirements/Evaluation:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

**Attributes:** AMST pre-1900 Requirement

Spring 2021

SEM Section: 01 TBA Margaux L Kristjansson

**AMST 357 (S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self (DPE)**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this second part, we convene on a selection from our historical present and explore how categories of *identity* and *experience*, *memory* and *history* are being constructed and deconstructed, reimagined and remade anew. We will ask: how do these authors narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of historical violence? What possibilities for (individual and collective) healing can exist in and beyond the world as we know it? What does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged American present-future tense? Texts to be considered may include: *How to Write an Autobiographical Novel* (Alexander Chee); *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele); *Heart Berries* (Terese Marie Mailhot); *Know My Name* (Chanel Miller); *On Earth We're Briefly Gorgeous* (Ocean Vuong).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies Majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2021

SEM Section: 01

**AMST 359 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

### Primary Cross-listing

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Anthony Y. Kim

Spring 2021

SEM Section: 01 TBA Anthony Y. Kim

### AMST 368 (F) Framing American Slavery (DPE)

**Cross-listings:** AFR 363 AMST 368 HIST 368

### Secondary Cross-listing

Readings in American Slavery This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

**AMST 405 (F)(S) Critical Indigenous Theory (DPE)**

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

**Class Format:** This course will be taught remotely. Class sessions will include Zoom based seminar meetings during the designated course times, as well as asynchronous peer-editing and collaboration on final papers.

**Prerequisites:** junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Eli Nelson

Spring 2021

SEM Section: 01 TBA Eli Nelson

**AMST 430 (F)(S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

**Primary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course

investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" 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 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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies 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:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able 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. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

**AMST 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial

practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

### **AMST 488 (F) Fictions of African American History (DPE) (WS)**

**Cross-listings:** HIST 488 AMST 488

#### **Secondary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnut, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**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 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

**Attributes:** HIST Group F Electives - U.S. + Canada



Fall 2020

TUT Section: RT1 TBA Gretchen Long

**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.

**Class Format:** Hybridity is a beautiful and productive thing. In Fall 2020 we will have regular in-class lecture-and-discussion sessions once a week with virtual learners projected into the classroom and fully participant. The second meeting of the week will be a combination of ethnographic film viewings, synchronous and asynchronous group exercises and group presentations.

**Prerequisites:** first-year students and sophomores

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students; sophomores may enroll if there is room

**Expected Class Size:** 20

**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 2020

LEC Section: H1 TR 11:30 am - 12:45 pm Joel Lee

Spring 2021

LEC Section: 01 TBA David B. Edwards

**ANTH 138 (F) Spectacular Sex (DPE) (WS)**

**Cross-listings:** WGSS 138 ANTH 138

**Secondary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 138 (D2) ANTH 138 (D2)

**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. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020

TUT Section: RT1 TBA Gregory C. Mitchell

**ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223 CHIN 223

**Secondary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and recommendations for policy-making at the government and community levels for China and the United States.

**Class Format:** discussion

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 20

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Spring 2021

SEM Section: 01 TBA Li Yu

**ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASST 269 ANTH 269

### Primary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

### ANTH 311 (S) Islam and the Critical Study of Secularism (DPE)

**Cross-listings:** ANTH 311 REL 311

### Secondary Cross-listing

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically aseccular religion. In Module B: "Secularism

Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

**Class Format:** This is a hybrid course, conducted both in-person and online and using a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings conducted via Zoom and in-person. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly reading responses, the mid-term, and final paper.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Anthropology majors.

**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:**

ANTH 311 (D2) REL 311 (D2)

**Difference, Power, and Equity Notes:** This course will sensitize students to the intractable problem of securing religious freedom/diversity/tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021

SEM Section: 01 TBA Sohaib I. Khan

**ANTH 350 (S) 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.

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**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 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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**ANTH 371 (F) Medicine and Campus Health in Disruptive Times (DPE)**

**Cross-listings:** STS 370 WGSS 371 ANTH 371

**Primary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

**Attributes:** EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 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.

**Class Format:** Three 75-minute sessions. The class will be taught remotely synchronously three times a week, with asynchronous online material.

**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 2020

SEM Section: R1 MWF 10:00 am - 11:15 am Radwa M. El Barouni

**ARAB 209 (S) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Primary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanism, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and certificate students will be given priority if the course is overenrolled.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2021

SEM Section: 01 TBA Brahim El Guabli

**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.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: 01 TBA 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

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies, or students who completed ARAB 301

**Expected Class Size:** 6

**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 2021

LEC Section: 01 TBA Amal Ezeiq

**ARAB 307 (F) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** HIST 307 ARAB 307

**Secondary Cross-listing**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

**Class Format:** A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

**Expected Class Size:** 8-10

**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 307 (D2) ARAB 307 (D2)

**Difference, Power, and Equity Notes:** This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

**Attributes:** HIST Group E Electives - Middle East

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardsson

**ARAB 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)**

**Cross-listings:** COMP 323 ARAB 323 ENVI 321

**Primary Cross-listing**

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout



the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

**ARAB 363 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Primary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**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:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

**ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021

**ARAB 401 (F) Arabic Travel Literature and Film (DPE) (WS)**

Arabic travel literature is a very rich genre that spans different periods and geographies. From *al-mu'allaqt al-sab'a* (the seven odes) to *The Arabian Nights*, and from Ibn Battuta to Muhammad Bahi, travel is pivotal to Arab people's understanding of themselves and the world around them. Even today, one hears phrases, such as "emigrate in order to become healthier," which point to the fact that travel had been and remains a defining element of Arab-Islamic culture. This course will draw on poems, dictionary entries, short stories, novels, films, and memoirs to expose students to the ways Arab travelers--ancient and contemporary--understood the world through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the skills they need to work independently and critically on the assigned content.

**Class Format:** Both in-person and remote students are welcome in the course.

**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 write weekly 300-word responses to questions on Glow. The students will also write a reflection paper on one or several works assigned in the course. Students will write two 3pp. papers for mid-terms and a 5pp. final paper. All papers will be written in Modern Standard Arabic (MSA). The instructor will give constant feedback to students to improve their writing in Arabic.

**Difference, Power, and Equity Notes:** Students will understand how travel writing is enmeshed in power relations. Students will emerge from the course knowing that travel, exoticism, and representations of the other are not innocent. Students will grapple with issues of misrepresentation and exaggeration of other people's manners, cultural traditions, and gender roles.

**Attributes:** FMST Core Courses

Fall 2020

SEM Section: H1 MW 1:30 pm - 2:45 pm Brahim El Guabli

**ARAB 408 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

**Secondary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

**Attributes:** HIST Group E Electives - Middle East

Fall 2020

TUT Section: RT1 TBA Magnús T. Bernhardtsson

**ARAB 415 (S) Examining the Arab Cultural Landscape: What does Arabic Media Actually Say (DPE) (WS)**

How does Arabic media represent the Arab landscape? This course will examine Arabic media as a window to the understanding of modern Arab thought and culture. It will discuss how issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

**Class Format:** This course will involve two 75-minute sessions in addition to a weekly discussion session with the TA.

**Prerequisites:** ARAB 302

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** The course involves extensive writing in which learners reflect on cultural topics applicable to Arabic-speaking countries such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization.

**Difference, Power, and Equity Notes:** The course explores how Arabic media reflects how Arabic societies deal with issues such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. We will analyze how these societies engage in discussions around these topics, common to the region, but with different local perspectives.

**Attributes:** FMST Core Courses

Spring 2021

SEM Section: 01 TBA Lama Nassif

**ARTH 103 (F) East Asian Art (DPE)**

**Cross-listings:** ASST 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 four thematic units (memorialization, religion, nature, and identity), 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 in 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, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Class Format:** Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 30

**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:**

ASST 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

Fall 2020

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

**ARTH 105 (S) Arts of South Asia (DPE)**

**Cross-listings:** ASST 107 ARTH 105

**Primary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 40

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 107 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia

and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021

LEC Section: 01 TBA Murad K. Mumtaz

**ARTH 106 (S) 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.

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Art History, Art Studio, and History and Practice majors

**Expected Class Size:** 40

**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.

Spring 2021

LEC Section: 01 TBA Michelle M. Apotsos

**ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)**

**Cross-listings:** ARTH 207 AFR 207

**Primary Cross-listing**

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

**Class Format:** This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 207 (D1) AFR 207 (D2)

**Writing Skills Notes:** This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

**Attributes:** ARTH post-1800 Courses GBST African Studies Electives

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

#### **ARTH 246 (F) Do You See What I See?! Museum Culture (DPE)**

We are all entangled in global visual culture, an endless stream of images, information, and experiences. However, how we make meaning of it depends on so many variables--who we are, where we are, and what we view and value. It also depends on what tools we bring to bear, especially in such challenging times! A critical question is how "art" figures and what agency it wields among people. By extension, what role do museums play in the education of individuals and the formation of communities? This class is an opportunity to explore these issues with particular reference to our own institution (Williams College Museum of Art or WCMA) and the objects enshrined therein. We will consider how the collection has grown and changed over time, and compare that trajectory with those of other museums to broaden our inquiry. How, for example, are local and/or globalizing agendas manifest in exhibitions and acquisitions? And how does the heritage industry factor in transnational museum culture? Along the way, we will consider diverse materials--from oil painting to wooden sculpture, numismatics to manuscripts, photography to performance---and how different cultures might be presented, distorted and even erased in gallery installations and public spaces. A primary focus will be the role of curators---what do they do and how does their work help to shape the world we occupy? This will be a hands-on class beginning with the following question: What have YOU curated lately?

**Class Format:** Class will be synchronous and remote. We will use Power Point and Zoom to support discussion about visual materials.

**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, serving differences of power and communities of difference. The geographic spread will encompass the "Orient", Europe and America.

**Attributes:** ARTH post-1800 Courses

Fall 2020

**ARTH 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Primary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

**ARTH 537 (F) HIV + AIDS in Film and Video (DPE) (WS)**

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

**Class Format:** This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

**Prerequisites:** MA student, Art History or Studio Art major, or instructor permission

**Enrollment Limit:** 10



**Enrollment Preferences:** MA students first, followed by Art History and Studio Art majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

**Difference, Power, and Equity Notes:** This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

**Attributes:** ARTH post-1800 Courses

Fall 2020

SEM Section: R1 M 1:30 pm - 3:30 pm Cecilia Aldarondo

**ARTH 562 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

**ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)**

In a 2010 article, *New York Times* film critic A. O. Scott described the field of contemporary documentary film as 'heterogeneous to the point of anarchy.' This course takes this heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of

video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors have priority

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$150

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2021

STU Section: 01 TBA Cecilia Aldarondo

### **ARTS 251 (F) The Personal Documentary (DPE)**

In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

**Class Format:** In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

**Prerequisites:** 100 level video course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, juniors, majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** \$230

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

Fall 2020

STU Section: R1 T 6:45 pm - 9:45 pm Cecilia Aldarondo

### **ARTS 344 (S) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)**

**Cross-listings:** ASST 344 ARTS 344

#### **Primary Cross-listing**

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will

learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to students who have taken ARTH 343

**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:**

ASST 344 (D1) ARTS 344 (D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2021

STU Section: 01 TBA Murad K. Mumtaz

### **ARTS 345 (S) Art in Times of Crisis (DPE)**

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, will do deep dives into 3 art activist case studies: Puerto Rico's current societal collapse, the HIV + AIDS movement, and global climate justice. Readings and artists will include Octavia Butler, Adrienne Marie-Brown, Rebecca Solnit, Raquel Salas-Rivera, Yarimar Bonilla, David Wojnarowicz, Douglas Crimp, and many others.

**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration

**Enrollment Limit:** 10

**Enrollment Preferences:** majors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$150

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2021

STU Section: 01 TBA Cecilia Aldarondo

### **ASST 103 (F) East Asian Art (DPE)**

**Cross-listings:** ASST 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 four thematic units (memorialization, religion, nature, and identity), 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 in 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, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Class Format:** Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 30

**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:**

ASST 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

Fall 2020

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

**ASST 107 (S) Arts of South Asia (DPE)**

**Cross-listings:** ASST 107 ARTH 105

**Secondary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 40

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 107 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and

post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021

LEC Section: 01 TBA Murad K. Mumtaz

**ASST 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** WGSS 127 CHIN 427 ASST 127

**Secondary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Class Format:** remote instruction

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: T1 TBA Li Yu

**ASST 214 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** GBST 214 ASST 214 THEA 216 DANC 216 AMST 213

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**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:**

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) DANC 216 (D1) AMST 213 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**ASST 230 (S) Performance Practices of India (DPE)**

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

**Secondary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021

SEM Section: 01 TBA Shanti Pillai

**ASST 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASST 269 ANTH 269

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

**ASST 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319

### Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Anne Reinhardt

### ASST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

**Cross-listings:** LEAD 321 ASST 321 HIST 321

### Secondary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** discussion

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives



Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

**ASST 344 (S) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)**

**Cross-listings:** ASST 344 ARTS 344

**Secondary Cross-listing**

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to students who have taken ARTH 343

**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:**

ASST 344 (D1) ARTS 344 (D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2021

STU Section: 01 TBA Murad K. Mumtaz

**BIOL 154 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** BIOL 154 ENVI 154

**Primary Cross-listing**

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. 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 and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 154 (D3) ENVI 154 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2020

LEC Section: R1 MWF 12:00 pm - 12:50 pm Joan Edwards

**CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223 CHIN 223

**Primary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and recommendations for policy-making at the government and community levels for China and the United States.

**Class Format:** discussion

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 20

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Spring 2021

**CHIN 253 (F) "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 ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**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:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 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:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D1)

**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

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

**CHIN 427 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** WGSS 127 CHIN 427 ASST 127

**Primary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural

studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of *Spring Grass*, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Class Format:** remote instruction

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: T1 TBA Li Yu

**COMP 230 (F) The Renaissance in England and the European Continent: Self and World** (DPE) (WS)

**Cross-listings:** ENGL 228 COMP 230

**Secondary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Class Format:** This course will be conducted synchronously online.

**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:** 14

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas

**COMP 232 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

**Primary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**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:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and

equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

**Attributes:** FMST Related Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2021

SEM Section: 01 TBA Brian Martin

**COMP 234 (S) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanism, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and certificate students will be given priority if the course is overenrolled.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2021

SEM Section: 01 TBA Brahim El Guabli

**COMP 243 (S) Performance Practices of India (DPE)**

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

**Secondary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the

ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021

SEM Section: 01 TBA Shanti Pillai

**COMP 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Primary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D2) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021

SEM Section: 01 TBA Michele Monserrati

**COMP 254 (F) "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 (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 ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**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:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 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:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D1)

**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

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

**COMP 303 (F) Global Theatre and Performance Histories (DPE)****Cross-listings:** THEA 301 COMP 303**Secondary Cross-listing**

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own



creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

**Prerequisites:** For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre 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 principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020

SEM Section: H1 TR 11:30 am - 12:45 pm Amy S. Holzapfel

**COMP 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)**

**Cross-listings:** COMP 323 ARAB 323 ENVI 321

**Secondary Cross-listing**

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

**COMP 357 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 AMST 300 ENGL 300

**Secondary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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:**

COMP 357 (D1) AMST 300 (D2) ENGL 300 (D1)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

**COMP 363 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their

disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**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:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

**COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Primary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021

SEM Section: 01 TBA Amal Equeiq

**DANC 216 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** GBST 214 ASST 214 THEA 216 DANC 216 AMST 213

**Primary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**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:**

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) DANC 216 (D1) AMST 213 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**DANC 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** WGSS 226 THEA 226 AMST 226 DANC 226

**Primary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of

the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**DANC 302 (F) Moving Words, Wording Dance (DPE) (WS)**

**Cross-listings:** DANC 302 ENGL 335

**Primary Cross-listing**

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

### **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

**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 2021

LEC Section: 01 TBA Michael Samson

### **ECON 257 (F) The Economics of Race (DPE)**

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

**Class Format:** I anticipate conducting the "hybrid" version of the course broadly similarly to the in-person version, but with students participating remotely attending synchronous discussions/lectures via Zoom. A teaching assistant will monitor the Zoom feed so I can respond to questions and

comments from students participating online.

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** First- and second-year students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

**Attributes:** POEC U.S. Political Economy + Public Policy Course

Fall 2020

LEC Section: H1 TR 11:30 am - 12:45 pm Owen Thompson

### **ECON 382 (S) Gentrification and Neighborhood Change (DPE)**

While the phenomenon we today call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

**Prerequisites:** Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics and Political Economy majors, Juniors and Seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.

Spring 2021

TUT Section: T1 TBA Stephen C. Sheppard

### **ENGL 115 (F) The Literature of Sports (DPE) (WS)**

**Cross-listings:** AFR 115 ENGL 115

#### **Primary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online

in a synchronous format.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Rowan Ricardo Phillips

**ENGL 223 (S) Apocalypse Now and Then: Poets Confronting Political Crisis (DPE) (WS)**

In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetics, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

**Difference, Power, and Equity Notes:** This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

**Attributes:** ENGL 200-level Gateway Courses

Spring 2021

SEM Section: 01 TBA Franny Choi



## **ENGL 228 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

### **Primary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Class Format:** This course will be conducted synchronously online.

**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:** 14

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas

## **ENGL 253 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

### **Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur

alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: T1 TBA Amy S. Holzapfel

**ENGL 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 AMST 300 ENGL 300

**Secondary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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:**

COMP 357 (D1) AMST 300 (D2) ENGL 300 (D1)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines

the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

**ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)**

**Cross-listings:** AMST 310 WGSS 330 ENGL 302

**Primary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s and 1970s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In the 1960s and 1970s, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 310 (D2) WGSS 330 (D2) ENGL 302 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2021

SEM Section: 01 TBA Bethany Hicok

**ENGL 335 (F) Moving Words, Wording Dance (DPE) (WS)**

**Cross-listings:** DANC 302 ENGL 335

### Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

### ENGL 352 (S) Digging in the Crates: Making and Unmaking Literary Tradition (DPE)

**Cross-listings:** ENGL 352 AFR 353

### Primary Cross-listing

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

**Attributes:** ENGL Literary Histories A ENGL Literary Histories C

Spring 2021

SEM Section: 01 TBA Rowan Ricardo Phillips

**ENGL 357 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

**Secondary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**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 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Anthony Y. Kim

Spring 2021

SEM Section: 01 TBA Anthony Y. Kim

**ENVI 154 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** BIOL 154 ENVI 154

**Secondary Cross-listing**

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have

become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. 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 and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 154 (D3) ENVI 154 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2020

LEC Section: R1 MWF 12:00 pm - 12:50 pm Joan Edwards

**ENVI 201 (F) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

**Secondary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Class Format:** Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in -person.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Fall 2020

CON Section: R3 R 1:15 pm - 3:00 pm Rónadh Cox

CON Section: 02 T 1:15 pm - 3:00 pm Rónadh Cox

LEC Section: H1 TR 11:30 am - 12:45 pm Rónadh Cox

**ENVI 208 (S) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanism, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and certificate students will be given priority if the course is overenrolled.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2021

SEM Section: 01 TBA Brahim El Guabli

## 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

**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 2021

LEC Section: 01 TBA 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 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.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous 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:** 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:**

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 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

**ENVI 267 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

**Secondary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

**ENVI 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

**ENVI 321 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)**

**Cross-listings:** COMP 323 ARAB 323 ENVI 321

**Secondary Cross-listing**

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will

consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

**ENVI 430 (F)(S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

**Secondary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" 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 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.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies 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:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able 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. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021

SEM Section: 01 TBA Hossein Ayazi

**GBST 214 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** GBST 214 ASST 214 THEA 216 DANC 216 AMST 213

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) DANC 216 (D1) AMST 213 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**GBST 217 (F) Viral Inequality: Power and Difference in Pandemics (DPE)**

**Cross-listings:** GBST 217 STS 215

### Secondary Cross-listing

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: *Who matters? Whose lives* are prioritized and protected? *Whose expertise* is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics—including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses—will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar

**Prerequisites:** None, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores

**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:**

GBST 217 (D2) STS 215 (D2)

**Difference, Power, and Equity Notes:** This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

**Attributes:** PHLH Social Determinants of Health

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Shoan Yin Cheung

### GBST 229 (S) Performance Practices of India (DPE)

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

### Secondary Cross-listing

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has

promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021

SEM Section: 01 TBA Shanti Pillai

**GBST 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Secondary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D2) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021

SEM Section: 01 TBA Michele Monserrati

**GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** SOC 248 GBST 247 RUSS 248

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

**GBST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

**GBST 352 (F) Politics in Mexico (DPE)**

**Cross-listings:** GBST 352 PSCI 352

**Secondary Cross-listing**

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

**Class Format:** lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Grading:** 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 352 (D2) PSCI 352 (D2)

**Difference, Power, and Equity Notes:** One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Fall 2020

LEC Section: H1 TR 9:45 am - 11:00 am James E. Mahon

CON Section: H2 TBA James E. Mahon

**GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the



Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021

SEM Section: 01 TBA Amal Equeiq

## **GEOS 207 (F) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

### **Primary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Class Format:** Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in -person.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Fall 2020

LEC Section: H1 TR 11:30 am - 12:45 pm Rónadh Cox

CON Section: 02 T 1:15 pm - 3:00 pm Rónadh Cox

CON Section: R3 R 1:15 pm - 3:00 pm Rónadh Cox

**GEOS 257 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

**Secondary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

## **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.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2)

**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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

SEM Section: 01 TBA Benjamin Twagira

## **HIST 158 (F) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** AFR 158 HIST 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.

**Class Format:** This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**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:**

AFR 158 (D2) HIST 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

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

**HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)**

**Cross-listings:** AMST 163 HIST 163

**Primary Cross-listing**

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** discussion

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

**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:**

AMST 163 (D2) HIST 163 (D2)

**Writing Skills Notes:** Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

**Difference, Power, and Equity Notes:** This course delves into histories and experiences of diverse early Americans, including substantial focus on

Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2021

SEM Section: 01 TBA Christine DeLucia

### **HIST 205 (S) The Making of Modern Africa (DPE)**

**Cross-listings:** HIST 205 AFR 203

#### **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.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 205 (D2) AFR 203 (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:** GBST African Studies Electives HIST Group A Electives - Africa

Spring 2021

LEC Section: 01 TBA Benjamin Twagira

### **HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** HIST 254 AMST 254 LEAD 254

#### **Primary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the

"Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

**Class Format:** Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History or American Studies majors, followed by first- and second-year students

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

### **HIST 255 (S) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)**

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future. Beginning with the violences experienced by Native communities at Sand Creek in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to the recent actions at Standing Rock and Mauna Kea in the 21st century. Topics include Indigenous perspectives on "modernities"; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; "urban Indians" and the relocation era; Red Power activism and Indigenous internationalism; treaty rights, American Indian Law, and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast in which Williams College is situated.

**Class Format:** lecture blended with discussion

**Prerequisites:** Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** History and American Studies majors; then first- and second-year students from any major

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2021

LEC Section: 01 TBA Christine DeLucia

**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.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous 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:** 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:**

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 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

**HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)**

**Cross-listings:** LATS 286 HIST 286

**Secondary Cross-listing**

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos

have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2020

LEC Section: H1 MWF 11:45 am - 1:00 pm Carmen T. Whalen

### **HIST 293 (F) The Global Uprisings of 1968-69 (DPE)**

In 1968 and 1969, social rebellions erupted around the world to an extent never seen before. Tens of millions of people joined protests, riots, strikes, and armed groups that confronted a wide range of oppressive systems. This course focuses on four key issues that were central these upheavals: the intersection of Black liberation and decolonization struggles; challenges to state policing and authoritarian practices; the valorization (and criminalization) of youth; and new practices of gender and sexual liberation. Most English-language scholarship about these movements has focused on Europe, the United States, and Mexico. In addition to studying events in these regions, this class integrates histories from Senegal, Pakistan, Congo, Uruguay, Vietnam, Egypt, Jamaica, and Japan to provide a broader global perspective. Although focused on just two years, the class locates the events of 1968-69 in the context of longer-term historical developments taking place before and afterward. Doing so allows us to assess the degree to which rebellions were borne of longstanding local conflicts, and the degree to which they were fueled by transnational connections (intellectual, personal, or political) between geographically-distant movements. Finally, the course explores how the rebellions of these two years changed the world that we live in today and what lessons they offer to those seeking systemic change in 2020.

**Class Format:** Course offered remotely. Students will be asked to upload short written or verbal assignments weekly, as well as participating in a group video-conference discussion once per week during class hours. Alternative options can be developed for students whose ability to participate in video-conference discussions is limited.

**Prerequisites:** None, open to all.

**Enrollment Limit:** 15

**Enrollment Preferences:** In case of over-enrollment, preference will be given to History majors, Global Studies concentrators and those interested in social justice work.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on the mass involvement of people in activities intended to create more equitable societies. We will analyze how historical actors from 1968-69 formulated differing conceptions of liberation and how to achieve it. Students also examine how social rebellions challenged existing structures of authority and created alternative forms of power. Throughout the class, students are asked to draw upon these historical examples to develop their own visions of equity and liberation.

**Attributes:** HIST Group G Electives - Global History

Fall 2020



SEM Section: R1 MW 8:30 pm - 9:45 pm Matthew Swagler

SEM Section: R2 TR 3:15 pm - 4:30 pm Matthew Swagler

### **HIST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

#### **Primary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**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:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

### **HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

#### **Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the

mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** Course will be offered remotely.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021

SEM Section: 01 TBA Amal Egeiq

### **HIST 307 (F) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** HIST 307 ARAB 307

#### **Primary Cross-listing**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

**Class Format:** A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

**Expected Class Size:** 8-10

**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 307 (D2) ARAB 307 (D2)

**Difference, Power, and Equity Notes:** This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

**Attributes:** HIST Group E Electives - Middle East

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardtsson

**HIST 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319

**Primary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Anne Reinhardt

**HIST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321

**Primary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** discussion

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

### **HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

#### **Primary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 8-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2020

**HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)**

The inability--sometimes deemed the failure--of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Prerequisites:** none

**Enrollment Limit:** 12-15

**Enrollment Preferences:** History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2021

LEC Section: 01 TBA Roger A. Kittleson

**HIST 360 (F) Mapping North America: Critical Cartographies (DPE)**

This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal. Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

**Class Format:** Remote class. Class will center on weekly Zoom discussions in a seminar format, plus virtual one-on-one discussions with the instructor about writing projects.

**Prerequisites:** one History or American Studies course

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore, junior, and senior History and American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Christine DeLucia

**HIST 367 (S) Black History is Labor History (DPE)**

**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 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.

**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)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**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 2021

SEM Section: 01 TBA Tyran K. Steward

**HIST 368 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

**Primary Cross-listing**

**Readings in American Slavery** This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

### **HIST 380 (F) Comparative American Immigration History (DPE)**

This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

**Class Format:** This class will be REMOTE

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** I am hoping to teach this course in two sections of 10-12 students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS Comparative Race + Ethnic Studies Electives

Fall 2020

LEC Section: R2 TF 1:30 pm - 2:45 pm Scott Wong

LEC Section: R1 TR 11:30 am - 12:45 pm Scott Wong

### **HIST 385 (S) Latinx Politics in New York City and Beyond (DPE)**

**Cross-listings:** HIST 385 LATS 385

#### **Primary Cross-listing**

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

**Class Format:** discussion-based course

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 385 (D2) LATS 385 (D2)

**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Spring 2021

SEM Section: 01 TBA Carmen T. Whalen

### **HIST 488 (F) Fictions of African American History (DPE) (WS)**

**Cross-listings:** HIST 488 AMST 488

**Primary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**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 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2020

TUT Section: RT1 TBA Gretchen Long

### **HIST 489 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

**Primary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In



such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

**Attributes:** HIST Group E Electives - Middle East

Fall 2020

TUT Section: RT1 TBA Magnús T. Bernhardtsson

**INTR 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

**INTR 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

**Primary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: T1 TBA Joy A. James

**INTR 320 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320

**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*.

**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)

**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

Fall 2020

SEM Section: R1 TBA Joy A. James

**INTR 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

**Primary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

**JWST 268 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of

Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**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:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

**LATS 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans\* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)**

**Cross-listings:** LATS 286 HIST 286

**Primary Cross-listing**

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2020

LEC Section: H1 MWF 11:45 am - 1:00 pm Carmen T. Whalen

**LATS 385 (S) Latinx Politics in New York City and Beyond (DPE)**

**Cross-listings:** HIST 385 LATS 385

**Secondary Cross-listing**

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

**Class Format:** discussion-based course

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 385 (D2) LATS 385 (D2)

**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Spring 2021

SEM Section: 01 TBA Carmen T. Whalen

**LATS 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

**LEAD 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

**LEAD 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: T1 TBA Joy A. James

**LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** HIST 254 AMST 254 LEAD 254

**Secondary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

**Class Format:** Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History or American Studies majors, followed by first- and second-year students

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

**LEAD 319 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320

**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*.

**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)

**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

Fall 2020

SEM Section: R1 TBA Joy A. James

### **LEAD 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321

#### **Secondary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** discussion

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

### **MAST 267 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

#### **Primary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

### **MUS 111 (F) Music Cultures of the World (DPE)**

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: "throat singing" genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

**Class Format:** This course is offered remotely. Online meetings will be a mixture of large group lecture/discussion and smaller breakout groups.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** current or prospective majors in Music, Anthropology, Sociology, and Arabic, Asian, Africana, and Latino/a Studies.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

**Attributes:** MUS World Music/Ethnomusicology

Fall 2020

LEC Section: R1 MW 10:00 am - 11:15 am Corinna S. Campbell

**MUS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** MUS 177 WGSS 177

**Primary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 177 (D1) WGSS 177 (D2)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2021

SEM Section: 01 TBA Corinna S. Campbell

**MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)**

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

**Class Format:** This course is a hybrid model, involving a combination of exclusively remote all-class meetings and small group meetings in which remote students and in-person students will meet separately.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Upperclass students and music majors, international students who need to fulfill in-person requirement.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

**Attributes:** AMST Arts in Context Electives MUS World Music/Ethnomusicology

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Corinna S. Campbell

### **MUS 278 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278 WGSS 248

#### **Primary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she has come to exemplify the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Gei* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** After two initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled seminar time is obligatory only for the first two meetings.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: T1 TBA M. Jennifer Bloxam

### **MUS 279 (F) American Pop Orientalism (DPE) (WS)**

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

**Prerequisites:** previous related coursework and/or musical experience is desirable, but is not required

**Enrollment Limit:** 10

**Enrollment Preferences:** students with prior related course experience

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

**Attributes:** AMST Arts in Context Electives ASAM Core Courses

Fall 2020

TUT Section: HT1 TBA W. Anthony Sheppard

### **MUS 323 (S) Arts Organizing in Africa and the Diaspora (DPE)**

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

**Class Format:** This is a remote course.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a

critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2021

SEM Section: 01 TBA Corinna S. Campbell, Tendai Muparutsa

**PHIL 327 (S) Foucault on Power and Knowledge (DPE) (WS)**

**Cross-listings:** WGSS 327 PHIL 327

**Primary Cross-listing**

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance and value of his work such as: *Discipline and Punish*, *The History of Sexuality* (vols. 1-3), and selected interviews and course lectures. We will focus particularly on how subjects are positioned in relation to his writings on power and knowledge with particular attention to the later so-called ethical writings in the years before his untimely death in 1984.

**Requirements/Evaluation:** meets History requirement only if registration is under PHIL

**Prerequisites:** at least two courses in PHIL or political or critical theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets History requirement only if registration is under PHIL

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 327 (D2) PHIL 327 (D2)

**Writing Skills Notes:** Students will write between 40-50 pages by the end of the semester and receive regular feedback on their written work from the instructor and their tutorial partner. They will write both expository, interpretive and critical essays and will regularly be asked to defend their interpretations and arguments.

**Difference, Power, and Equity Notes:** This is a course about power and freedom. We read genealogical histories of disciplinary institutions that exclude and aim to correct "dangerous" or "abnormal" individuals, or attach them to identities and desires in order to manage them. We also address power at the level of population management, the emergence of the neoliberal idea of the self as enterprise, and the promise of resistance in the form of ethical practices of freedom.

**Attributes:** AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Spring 2021

TUT Section: T1 TBA Jana Sawicki

**PHIL 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

**Secondary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amílcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

### **PHLH 201 (S) Dimensions of Public Health (DPE) (WS)**

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.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** No divisional credit (DPE) (WS)

**Writing Skills Notes:** Given the interdisciplinary and collaborative nature of public health work we will have the students work in peer groups giving feedback on each other's written work, followed by opportunities to revise for clarity and content.

**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 2021

SEM Section: 01 TBA Kiaran Honderich

### **PHLH 220 (F) International Nutrition (DPE) (WS)**

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

**Class Format:** This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15' clips, (2) read

peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.

**Prerequisites:** PHLH 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of international development and nutrition programming.

**Attributes:** PHLH Nutrition, Food Security+Environmental Health

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Marion Min-Barron

**PSCI 160 (F) Refugees in International Politics (DPE) (WS)**

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. 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?

**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

Fall 2020

TUT Section: RT1 TBA Cheryl Shanks

**PSCI 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

**PSCI 221 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: T1 TBA Joy A. James

**PSCI 256 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

**Secondary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to

innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** social science; This course does not count toward the Geosciences Major.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy MAST Interdepartmental Electives

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

### **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 40% lecture and 60% discussion

**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:** 19

**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 2021

LEC Section: 01 TBA Elizabeth Iams Wellman

**PSCI 332 (S) The Body as Property (DPE)**

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

**Prerequisites:** prior coursework in political theory, cultural theory, philosophy or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors with a concentration in Political Theory, then other Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

**Attributes:** JLST Interdepartmental Electives PSCI Political Theory Courses

Spring 2021

TUT Section: T1 TBA Nimu Njoya

**PSCI 352 (F) Politics in Mexico (DPE)**

**Cross-listings:** GBST 352 PSCI 352

**Primary Cross-listing**

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

**Class Format:** lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion

classes to include in-person and online, in distinct sections if appropriate; online seminar

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Grading:** 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 352 (D2) PSCI 352 (D2)

**Difference, Power, and Equity Notes:** One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Fall 2020

CON Section: H2 TBA James E. Mahon

LEC Section: H1 TR 9:45 am - 11:00 am James E. Mahon

**PSCI 373 (S) Black Marxism: Political Theory and Anti-Colonialism** (DPE) (WS)

**Cross-listings:** AFR 340 PSCI 373 INTR 341 PHIL 341

**Secondary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**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:**

AFR 340 (D2) PSCI 373 (D2) INTR 341 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: 01 TBA Joy A. James

**PSCI 376 (F) Angela Davis: Political Theory, Activism, and Alliances** (DPE) (WS)

**Cross-listings:** LEAD 319 PSCI 376 INTR 320

**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*.

**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)

**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

Fall 2020

SEM Section: R1 TBA Joy A. James

**PSCI 382 (F) The Politics of Migration: Citizen, Immigrant, Alien, Refugee (DPE)**

Currently 272 million international migrants live in a country different from where they were born, an increase of 78% since 1990. What are the social, economic, and political consequences of unprecedented global mobility in both destination countries and countries of origin? This class investigates one of the most polarizing and relevant issues of our time: the politics of migration. Throughout the semester we interrogate four themes central to migration politics: rights, representation, access, and agency. The course is organized with a focus on status: which "categories" of people (i.e. citizens, migrants, refugees) have differential access to rights, services, and representation and why. Drawing on political speeches, documentary films, humanitarian campaigns, and a variety of academic texts, we critically analyze how those categories are constructed, as well as the political work they do in making claims, justifying policies, and shaping public opinion. The class situates contemporary US migration policies within a global context and over time, placing the US case in conversation with considerations of migration politics and policies in countries around the world. As an experiential education course, we will (virtually) attend a US naturalization ceremony as well as interview officials from organizations working with migrants and refugees here and abroad.

**Class Format:** As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

**Prerequisites:** Prior course work in political science or global studies.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors, Global Studies Concentrators.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the politics of migration with a focus on the power inherent within particular

categorizations of people in relation to the state (i.e. citizens, migrants, aliens, refugees). We compare policies shaping the lives of migrants around the world, with particular considerations of how race, gender, age, and religion shape migration experiences (and migration policy). We focus on rights, access, and migrant agency throughout the course.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Elizabeth Iams Wellman

**PSYC 348 (F) Psychology of Prejudice (DPE)**

Prejudice is everywhere. This class is intended to help you understand why. Readings and discussion will seek to illuminate the roots of prejudice, its many forms, and how it may be reduced. We will investigate how scientists measure undesirable and even unacknowledged attitudes, and consider the effects of people being unaware of their own biases, both psychologically and societally. Overall, we will use scientific evidence to inform our understanding of social identities, their complexities, and their consequences, and students will design and conduct empirical research projects based on the course material.

**Class Format:** This is a hybrid course for both remote and in-person students. We will meet on campus twice a week for seminar-style discussions, with a synchronous video link provided for those who are not physically present. Weekly lab sessions will primarily be conducted remotely, with students completing projects over the course of the semester in groups of 3 or 4. This structure is subject to change, however, in consultation with the whole class about their experience.

**Prerequisites:** PSYC 201 and PSYC 242 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course introduces students to the phenomenon of prejudice, including racism, sexism, and other forms. It will explore the psychological origins of prejudice and students will discuss and develop empirically-supported strategies for reducing prejudice.

**Attributes:** PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Fall 2020

SEM Section: H1 MW 11:45 am - 1:00 pm Jeremy C Simon

LAB Section: H2 T 1:00 pm - 3:00 pm Jeremy C Simon

**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.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: 01 TBA Saadia Yacoub

**REL 268 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**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:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASST 269 ANTH 269

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

**REL 311 (S) Islam and the Critical Study of Secularism (DPE)**

**Cross-listings:** ANTH 311 REL 311

**Primary Cross-listing**

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism,



we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically aseccular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

**Class Format:** This is a hybrid course, conducted both in-person and online and using a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings conducted via Zoom and in-person. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly reading responses, the mid-term, and final paper.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Anthropology majors.

**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:**

ANTH 311 (D2) REL 311 (D2)

**Difference, Power, and Equity Notes:** This course will sensitize students to the intractable problem of securing religious freedom/diversity/tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021

SEM Section: 01 TBA Sohaib I. Khan

### **REL 376 (F) Islam and Capitalism (DPE)**

Islam and Capitalism are two widely debated and yet increasingly elusive phenomena of our contemporary age. This course offers a chronological and thematic study of the conceptual and material entanglements between Islam and Capitalism. The mere juxtaposition of Islam and Capitalism is beset with conceptual difficulty and anachronism: can Islam be conceived as a religion proper given the Shari'a's extensive regulation of commercial life? Is faith in the providence of free markets akin to religious belief? Are Islam and Capitalism universal goods, or are they isomorphic to distinct cultures? Does the simultaneous rise of Islamic banking and "halal" consumerism signal a revolt against capitalist modernity, or does it mark the domestication of religion by forces of the market? How do Islamic conceptions of socioeconomic justice and ecological preservation respond to the environmental crises of Capitalism and the Anthropocene? We will explore these questions and address their underlying assumptions from within the disciplinary frameworks of History, Anthropology, and Religious Studies. In terms of theory, students will comprehend key debates and methodological approaches to the broader study of religion and capitalism, including formal resemblances between theological concepts and theorizations of the market; the analytical purchase of binary oppositions between religion (enchantment) and economics (rationality); the cultural embeddedness of markets versus their formalistic autonomy; postcolonial critiques of corporate sovereignty and neoliberalism; and, finally, economic/ecological assemblages and "religious economies." In addition to harnessing theoretical tools of analysis, students will also acquire substantial knowledge of the Shari'a, its commercial laws, institutions, and contracts by studying the history of commerce in Muslim societies from 7th-century agrarianism to contemporary Islamic finance. The diverse topics, regions, and periods covered in the course are organized into 5 modules: (1) theoretical concepts in religion and economics; (2) the Shari'a and Islamic commercial law; (3) commerce in medieval Islam; (4) modernity, colonialism, and industrial capitalism; and, finally, (5) globalization, modern Islamic finance, and environmentalism.

**Class Format:** This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly

reading responses, the mid-term, and final paper.

**Prerequisites:** There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

**Enrollment Limit:** 19

**Enrollment Preferences:** Seniors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines trajectories of capitalism--beyond its isomorphic relationship with Western culture--in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Fall 2020

SEM Section: R1 MWF 11:45 am - 1:00 pm Sohaib I. Khan

**RLFR 211 (F) Explorers, Missionaries, Colonizers: French Travel Narratives in the Age of Discovery (DPE)**

Often referred to in European history as the "Age of Discovery" or the "Age of Exploration," the 15th and 16th centuries saw the rise of overseas exploration from Europe to the Americas, Asia and Africa. These travels both contributed to the expansion of the known world for Europeans and also laid the foundations for commercial routes and colonisation. French travelers played a key role in this process and documented their journeys in detailed narratives. After reading short excerpts of earlier works that built the travel narrative genre, such as Ibn Battuta's Travels and Marco Polo's Book of Marvels, we will read longer excerpts from Jacques Cartier's Brief narration of the Navigation to the Islands of Canada, Jean de Léry's History of a Voyage to the Land of Brazil, Pierre Belon's Voyage to the Levant, and study the maps that were created during this time period. We will analyze the representation of the journey itself, the descriptions of the lands traveled to and their inhabitants, and also the enunciation of the goals of such travels. We will see how a rhetoric of fascination, wonder and curiosity is intertwined with economical, political and religious agendas. There is no "official" travel narrative written by a woman in this time period: we will wonder why and study the representation of women in these texts. Conducted in French.

**Class Format:** Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

**Prerequisites:** Exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or Permission of the Instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference given to French Majors & French Certificate Students, and those with compelling justification for admission (statement of interest required).

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course qualifies for a DPE requirement because it addresses the early history of French colonization. The 15th and 16th century travel narratives we will focus on will allow students to critically engage with the first interactions of French people with indigenous populations and inhabitants of the Americas, Africa and India, with the religious and commercial projects undertaken by France vis-à-vis these territories, and with the racial and power dynamics that structure these narratives.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Cécile Tresfels

**RLFR 416 (S) Liberté, Égalité, Fraternité? Questioning Inclusion in French Literature and Culture (DPE)**

"Liberté, Égalité, Fraternité" is the national motto of France and of the Republic of Haiti. It finds its origin in the French Revolution but was institutionalized as the official symbol of the Republic in 1880. In this course, we will study literary texts and historical documents to explore these three

terms, their cultural and philosophical meaning, their institutional definitions and their application in French society. Who gets to be free throughout French history? If equality is a republican principle, what about equity? Could fraternity be replaced by a more inclusive term referring to more than one gender? Readings will include literary texts from the 16th to the 21st century (essays, pamphlets, tales, plays and novels by Montaigne, La Fontaine, De Gouges, Voltaire, Hugo, De Staël, Césaire, Miano) as well as other sources such as the Code Noir, the Déclaration des droits de la Femme et de la Citoyenne, the Décret d'Abolition de l'Esclavage and the Constitution of the Fifth Republic.

**Prerequisites:** Any 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission (statement of interest required).

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course qualifies for a DPE requirement because it addresses the discrepancy between the values promoted by the national French motto and their actual application in French society throughout history. Students will investigate how inclusion within the French nation varies according to race, class, gender, sexuality and ability. They will explore the history of French republican concepts of inclusion such as universalism and "laïcité" as well as their divisive and excluding potential.

Spring 2021

SEM Section: 01 TBA Cécile Tresfels

### **RLSP 230 (F) Mexican Literature and Cultural Production (DPE) (WS)**

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. *Conducted in Spanish.*

**Prerequisites:** RLSP 105, placement exam results, permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

**Attributes:** GBST Latin American Studies Electives

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Carlos Macias Prieto

### **RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century (DPE) (WS)**

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal

aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. *Conducted in Spanish.*

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 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. 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 and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

**Attributes:** GBST Latin American Studies Electives

Spring 2021

SEM Section: 01 TBA Carlos Macias Prieto

### **RLSP 319 (F) Dictatorship and the Latin-American Novel (DPE)**

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy 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.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors, Latina/o Studies concentrators

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

**Attributes:** GBST Latin American Studies Electives

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Gene H. Bell-Villada

### **RLSP 404 (F) Spain's Tale of Two Cities:Madrid and Barcelona (DPE)**

The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic *Homage to Catalonia*(1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital,

Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

**Class Format:** Remote Instruction.

**Prerequisites:** Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

**Enrollment Limit:** 11

**Enrollment Preferences:** Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Soledad Fox

**RUSS 218 (S) Extreme Persuasions: The Far Right in the United States and Russia** (DPE) (WS)

**Cross-listings:** AMST 219 RUSS 218 WGSS 217

**Secondary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

**Attributes:** AMST Critical and Cultural Theory Electives

Spring 2021

SEM Section: 01 TBA Alexandar Mihailovic

**RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** SOC 248 GBST 247 RUSS 248

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshoped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

**SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Primary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with

new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Ben Snyder

### **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 self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Prerequisites:** none

**Enrollment Limit:** 20

**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)

**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 2021

SEM Section: 01 TBA Christina E. Simko

### **SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

[Secondary Cross-listing](#)

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans\* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** SOC 248 GBST 247 RUSS 248

**Primary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)



**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

**STS 215 (F) Viral Inequality: Power and Difference in Pandemics (DPE)**

**Cross-listings:** GBST 217 STS 215

**Primary Cross-listing**

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: *Who matters? Whose lives* are prioritized and protected? *Whose expertise* is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar

**Prerequisites:** None, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores

**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:**

GBST 217 (D2) STS 215 (D2)

**Difference, Power, and Equity Notes:** This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

**Attributes:** PHLH Social Determinants of Health

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Shoan Yin Cheung

**STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Secondary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed

significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Ben Snyder

### **STS 243 (F) Epidemic! A Critical History of Medicine, Science and Power (DPE)**

The world after COVID won't look the same. It has disrupted our lives and laid bare the racial, gendered and economic inequalities in our health system, and the deficiencies of political and public health institutions, as it continues to claim more victims. For centuries, communicable diseases ravaged different communities and led to massive mortality and morbidity. The death toll disrupted social organizations, destroyed families and communities, and challenged medical institutions and State authority. Medical thought and practice struggled to make sense of contagion, disease factors and treatment; State authorities were faced with demands to intervene, protect and support the sick, all while its own institutions were ravaged by diseases; race, gender, sexuality and other human differences were deployed to justify why some died more, and to show that, for the State, some lives mattered more than others. In this course, we trace how epidemics influenced the history of medicine, science and technology, and how they impacted social structures around the world. We ask about the meaning of contagion, how medical and scientific thought understood diseases. We investigate the history of quarantines and isolations. We ask about race, gender and sexuality and their place in the making of epidemics, and we investigate the history of colonialism and its connection to changing disease landscape. Tracing epidemics from the nineteenth century plagues to COVID, the course investigates the place of epidemics and contagion in medical and scientific thought, how they relate to race, gender, sexuality and colonialism, and how they changed and shaped the world we live in.

**Class Format:** The class will be hybrid with once a month F2F meeting outside. All other meetings will be conducted remotely

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Concentrators, followed by seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality. Students will engage with a number of theories and methods related to difference, such as critical race theory, postcolonial theory and queer theory.

Fall 2020

**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASST 269 ANTH 269

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

**STS 370 (F) Medicine and Campus Health in Disruptive Times (DPE)**

**Cross-listings:** STS 370 WGSS 371 ANTH 371

**Secondary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and

limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

**Attributes:** EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 pm Kim Gutschow

**STS 413 (S) Feminist Technoscience** (DPE)

**Cross-listings:** WGSS 413 STS 413

**Primary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway's "Situated Knowledges" and "A Cyborg Manifesto" -- research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

**Attributes:** STS Senior Seminars

Spring 2021

SEM Section: 01 TBA Ezra D. Feldman

**THEA 216 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** GBST 214 ASST 214 THEA 216 DANC 216 AMST 213

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**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:**

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) DANC 216 (D1) AMST 213 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**THEA 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** WGSS 226 THEA 226 AMST 226 DANC 226

**Secondary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**THEA 230 (S) Performance Practices of India (DPE)**

**Cross-listings:** THEA 230 GBST 229 ASST 230 COMP 243

**Primary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**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:**

THEA 230 (D1) GBST 229 (D2) ASST 230 (D1) COMP 243 (D1)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021

SEM Section: 01 TBA Shanti Pillai

**THEA 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans\* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire

genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**THEA 250 (S) Feminist Theatres: A Global Perspective** (DPE) (WS)

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Primary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's

ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: T1 TBA Amy S. Holzapfel

### **THEA 284 (F) Global Digital Performance (DPE)**

This course explores the ways in which digital technologies are shaping performance practices. We will consider theater, dance and performance art, as well as the use of social media in political movements and everyday life. We will begin by examining the long history of mediatization in performance. From painting, puppetry and photography to video, VR and Tik Tok, performers' bodies have always been, in some sense, "mediated." We will interrogate the affects and power relations at stake in questions of "liveness," paying particular attention to how the representation of bodies is embroiled in longstanding imperialist projects of representing the "Other," racialized and gendered modes of viewing, and global regimes of neoliberal surveillance. On the other hand, we will examine the role digital communication platforms play in political resistance. We will apply our growing understanding of the pitfalls and potential of digital technologies to examining the aesthetic strategies and political projects of artists and their audiences from various parts of the world. Throughout our work we will acknowledge how access to new technologies, as well as the meaning given to their use, vary between national, cultural, and class contexts. This includes keeping in mind the "digital divide" so that we can chip away at our common sense assumptions that the internet and digital art making are inherently democratic.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote learning component, students will view brief lectures and online video content, engage with required readings on their own time, and complete handouts and assignments based on prompts. Weekly synchronous discussions (either in small groups or in a larger group) will be conducted either in Zoom or, if it is safe to do so, in a classroom.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors; Art majors; Global Studies concentrators. This course is open and welcoming to all students. Please be in touch with Prof. Pillai or Prof. Holzapfel with questions or to express interest in the course.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the role of artistic and social practices of digital performance in producing and sustaining power structures (state, imperial, colonial, neoliberal) and inequities (racial, gendered, class-based). Focus will include the ways that interactions between makers and users in the virtual realm replicate or contest the inequitable social, racialized, and gendered dynamics that organize daily life offline.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Shanti Pillai, Amy S. Holzapfel

### **THEA 301 (F) Global Theatre and Performance Histories (DPE)**

**Cross-listings:** THEA 301 COMP 303

#### **Primary Cross-listing**

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own



creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

**Prerequisites:** For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre 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 principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020

SEM Section: H1 TR 11:30 am - 12:45 pm Amy S. Holzapfel

### **THEA 322 (F) Feminist and Queer Performance at the Limit of Action (DPE)**

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

#### **Secondary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism--key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**THEA 323 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)**

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** remote only, mixture of synchronous online discussions and mini-lectures, etc.

**Requirements/Evaluation:** required course for the Women's, Gender and Sexuality Studies major

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 12

**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:** AMST Critical and Cultural Theory Electives

Fall 2020

SEM Section: R2 MW 11:45 am - 1:00 pm Emily Mitchell-Eaton

SEM Section: R1 MW 6:45 pm - 8:00 pm Alison A. Case

Spring 2021

SEM Section: 01 TBA Kelly I Chung, Greta F. Snyder

**WGSS 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** WGSS 127 CHIN 427 ASST 127

**Secondary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Class Format:** remote instruction

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: T1 TBA Li Yu

**WGSS 138 (F) Spectacular Sex (DPE) (WS)**

**Cross-listings:** WGSS 138 ANTH 138

**Primary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 138 (D2) ANTH 138 (D2)

**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. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020

TUT Section: RT1 TBA Gregory C. Mitchell

**WGSS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** MUS 177 WGSS 177

**Secondary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing.

We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 177 (D1) WGSS 177 (D2)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2021

SEM Section: 01 TBA Corinna S. Campbell

**WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

**Secondary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**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:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

**Attributes:** FMST Related Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2021

SEM Section: 01 TBA 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

**Prerequisites:** None. WGSS 101 may be helpful as background knowledge, but is not required.

**Enrollment Limit:** 12

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 12

**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 2020

SEM Section: R1 TR 6:45 pm - 8:00 pm Gregory C. Mitchell

Spring 2021

SEM Section: 01 TBA Kelly I Chung

**WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** AMST 219 RUSS 218 WGSS 217

**Secondary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

**Attributes:** AMST Critical and Cultural Theory Electives

Spring 2021

SEM Section: 01 TBA Alexandar Mihailovic

**WGSS 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 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.

**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:**

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (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 2020

TUT Section: RT1 TBA Joy A. James

**WGSS 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** WGSS 226 THEA 226 AMST 226 DANC 226

**Secondary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: 01 TBA Munjulika Tarah

**WGSS 240 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans\* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**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.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: 01 TBA Saadia Yacoub

### **WGSS 244 (F) Actually Existing Alternative Economies (DPE)**

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** open to sophomores and above

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2020

TUT Section: RT1 TBA Kieran Honderich

**WGSS 248 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278 WGSS 248

**Secondary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she has come to exemplify the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Geï* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** After two initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled seminar time is obligatory only for the first two meetings.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: T1 TBA M. Jennifer Bloxam

**WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical,

materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusia Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: T1 TBA Amy S. Holzapfel

**WGSS 255 (F) "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 (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 ONLINE with mostly a synchronous mode of instruction. **FIRST MEETING:** for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST

meeting. For full information, please contact the instructor.

**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:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 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:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D1)

**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

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

**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

**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 2020

SEM Section: H1 TF 3:15 pm - 4:30 pm Margaux L Kristjansson

**WGSS 309 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)**

**Cross-listings:** WGSS 309 AMST 303

**Primary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with race and ethnicity, queerness, trans\*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and AMST majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2021

SEM Section: 01 TBA Emily Mitchell-Eaton

**WGSS 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319

**Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Anne Reinhardt

**WGSS 321 (F) Feminist and Queer Performance at the Limit of Action (DPE)**

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

**Primary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism---key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

**WGSS 323 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Primary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including

Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**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:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Kelly I Chung

**WGSS 327 (S) Foucault on Power and Knowledge (DPE) (WS)**

**Cross-listings:** WGSS 327 PHIL 327

**Secondary Cross-listing**

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance and value of his work such as: *Discipline and Punish*, *The History of Sexuality* (vols. 1-3), and selected interviews and course lectures. We will focus particularly on how subjects are positioned in relation to his writings on power and knowledge with particular attention to the later so-called ethical writings in the years before his untimely death in 1984.

**Requirements/Evaluation:** meets History requirement only if registration is under PHIL

**Prerequisites:** at least two courses in PHIL or political or critical theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets History requirement only if registration is under PHIL

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 327 (D2) PHIL 327 (D2)

**Writing Skills Notes:** Students will write between 40-50 pages by the end of the semester and receive regular feedback on their written work from the instructor and their tutorial partner. They will write both expository, interpretive and critical essays and will regularly be asked to defend their interpretations and arguments.

**Difference, Power, and Equity Notes:** This is a course about power and freedom. We read genealogical histories of disciplinary institutions that exclude and aim to correct "dangerous" or "abnormal" individuals, or attach them to identities and desires in order to manage them. We also address power at the level of population management, the emergence of the neoliberal idea of the self as enterprise, and the promise of resistance in the form of ethical practices of freedom.

**Attributes:** AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Spring 2021

TUT Section: T1 TBA Jana Sawicki

**WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)**

**Cross-listings:** AMST 310 WGSS 330 ENGL 302

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s and 1970s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In the 1960s and 1970s, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**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 310 (D2) WGSS 330 (D2) ENGL 302 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2021

SEM Section: 01 TBA Bethany Hicok

**WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

**Secondary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in



Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 8-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Chris Waters

### **WGSS 350 (S) 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.

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**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 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

Spring 2021

SEM Section: 01 TBA Gregory C. Mitchell

**WGSS 371 (F) Medicine and Campus Health in Disruptive Times (DPE)**

**Cross-listings:** STS 370 WGSS 371 ANTH 371

**Secondary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

**Attributes:** EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 pm Kim Gutschow

**WGSS 403 (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.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to WGSS majors.

**Expected Class Size:** 10

**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 2021

SEM Section: 01 TBA Greta F. Snyder

### **WGSS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

#### **Secondary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway's "Situated Knowledges" and "A Cyborg Manifesto" -- research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

**Attributes:** STS Senior Seminars

Spring 2021

SEM Section: 01 TBA Ezra D. Feldman