This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern. Faculty members interested in offering courses that fall outside the aegis of departmental or existing interdisciplinary programs submit such courses directly to the Committee on Educational Affairs by the Registrar’s deadline for course submission in early spring. Courses that fit within the curricula of departments and interdisciplinary programs, even if interdisciplinary or experimental in nature, are found listed within those departments and programs.

**INTR 150**  (F)  Data for Justice  (DPE) (QFR)

**Cross-listings:** STS 150 / AMST 150 / SOC 150 / WGSS 150

**Primary Cross-listing**

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

**Class Format:** This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

**Requirements/Evaluation:** Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

**Prerequisites:** None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

**Enrollment Limit:** 18

**Enrollment Preferences:** Students without prior college-level courses in statistics and programming.

**Expected Class Size:** 18

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

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

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

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

**Difference, Power, and Equity Notes:** This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGTBQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

**Quantitative/Formal Reasoning Notes:** This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

**Fall 2024**

LEC Section: 01  TR 9:55 am - 11:10 am  Chad M. Topaz

LEC Section: 02  TR 11:20 am - 12:35 pm  Chad M. Topaz

**INTR 220**  (F)  Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)

**Cross-listings:** LEAD 220 / AMST 201 / PSCI 221 / AFR 224
Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

Not offered current academic year

**INTR 320 (S) The Impact of Black Panther Party Intellectuals on Political Theory** (DPE) (WS)

Cross-listings: LEAD 319 / PSCI 376 / AMST 308

Primary Cross-listing

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao’s Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

Prerequisites: None.

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:

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

Writing Skills Notes: An analytical outline of collective presentation; a mid-term paper and a final paper.

Difference, Power, and Equity Notes: The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses
INTR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AMST 343 / WGSS 343 / AFR 343

Primary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

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

Distributions: (D2)

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

AMST 343(D2) WGSS 343(D2) INTR 343(D2) AFR 343(D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

INTR 350 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / AMST 363

Primary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

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

Distributions: (D2) (DPE) (QFR)

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

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

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

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

Spring 2025

SEM Section: 01  TR 9:55 am - 11:10 am  Chad M. Topaz
SEM Section: 02  TR 11:20 am - 12:35 pm  Chad M. Topaz


**Cross-listings:** AMST 400 / AFR 372 / GBST 400 / PSCI 379

**Primary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

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

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

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

AMST 400(D2) AFR 372(D2) GBST 400(D2) INTR 400(D2) PSCI 379(D2)

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

**Attributes:** AMST 400-level Senior Seminars

**Not offered current academic year**

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**Winter Study**

**INTR 99  (W) Indep Study: Interdisciplinary**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

**Not offered current academic year**