MAJOR

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion their own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

Required Sequence Courses

REL 200 Theories and Methods in the Study of Religion

One 300-level seminar or tutorial

REL 401 Senior seminar

Elective Courses

Six electives at the 100-, 200-, or 300-level (with a maximum of one 100-level class to count towards major).

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College’s coordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.
For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

Students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

**THE DEGREE WITH HONORS IN RELIGION**

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

**STUDY ABROAD**

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description. Sometimes a course title is sufficient, but for many courses we also need to see a description of some sort because the title is unclear.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. 3 courses: Religion 200, one 300-level Religion seminar or tutorial, and Religion 401 Senior Seminar.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Make sure that they have or will be able to take REL 200, because it is offered only once a year.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**

None to date.
REL 102 (F) The Meaning of Life

As Henry David Thoreau put it, "The mass of men lead lives of quiet desperation," attempting to fill the void of their existence with sex, money, ephemeral amusements, and the steady accumulation of unnecessary possessions - basically killing time until the day they die. For some people this might seem to be enough, but this course is for those of us who lie awake at night wondering things like: "Why are we here?" "What does it mean to live a good life?" "How can I be happy?" "What is our duty to others?" "What really matters?" and the biggest question of them all: "What is the Meaning of Life?" This course will trace the diverse responses to these important questions offered by philosophers and religious thinkers in different cultures and time periods. We will read their texts critically and discuss how they can be directly relevant to our lives. Students will also be introduced to abstract theorizing in Religious Studies about how different cultures and traditions have historically come to live meaningfully. Authors and texts to be read may include Aristotle, Hannah Arendt, Marcus Aurelius, the Bhagavad Gita, H. H. Dalai Lama, the Dhammapada, Viktor Frankl, Søren Kierkegaard, Martin Luther King Jr, Shantideva, Peter Singer, Leo Tolstoy, Ibn Tufayl, Max Weber, and Slavoj Zizek.

Requirements/Evaluation: attendance and participation, journal and short writing assignments, midterm and final exams

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: potential religion majors

Expected Class Size: 40

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

Distributions: (D2)

Fall 2022
LEC Section: 01 MR 1:10 pm - 2:25 pm Jason Josephson Storm

REL 105 (F) Introduction to European Art Before 1700

Cross-listings: ARTH 101 REL 105

Secondary Cross-listing

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with original works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

Class Format: This course has 2 components: lectures and conferences. The lectures will be twice or three times weekly, the conferences once per week. Both lectures and conferences will be held in person.

Requirements/Evaluation: Three shorter essays (one of which may be in the form of a take-home final exam), several quizzes, and engaged participation in conference sections

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: Preference will be based on a short questionnaire, which students will be asked to complete if the course is over-enrolled.

Expected Class Size: 60

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

Distributions: (D2)

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

ARTH 101 (D1) REL 105 (D2)

Attributes: ARTH pre-1800 Courses

Fall 2022
REL 109  Apocalypse (WS)
An end of days. A utopia to come. A great cosmic reversal of fortune. A revelation of truth that leads to radical transformation. Each of these themes and many more fall under the genre of imagination that we associate with the apocalypse. In order to understand the persistence and prevalence of apocalyptic imaginations, we will move back and forth through time. On the one hand, we will read the Book of Revelation in relationship to a selection of ancient Zoroastrian, Jewish, Greek, Christian, and Muslim texts identified with apocalyptic traditions. On the other hand, we will read these texts in relationship to and alongside select literature and movements of apocalypse in the U.S.A. We will pay particular attention to how apocalyptic imaginations reflect upon and interact with social structures of class, colonization, ethnicity, gender, race, and sexuality.

Requirements/Evaluation: grading will be based on participation, short P/F papers, a graded 3-page essay that will be revised, a 5-page second essay, and a final 7- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores preferred or Religion majors

Expected Class Size: 15

Grading:

Distributions: (D2) (WS)

Writing Skills Notes: As a WS course, grading will be based on short, weekly P/F papers, a graded 3-page essay that will be revised for credit, a 5-page second essay, and a final 7- to 10-page paper for which a draft will be peer reviewed. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

REL 110  (S) Religion in Everyday Life  (WS)
When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religious traditions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Class Format: Semester-long community-based field research. Regular in-class peer-review exercises.

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students and sophomores; students interested in Religious Studies

Expected Class Size: 10-12

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

Writing Skills Notes: Students will learn a specific mode of qualitative/ethnographic writing through a semester-long field-based project. This involves many scaffolded assignments of field-based research and writing, for which they receive very regular feedback from the instructor, as well as extensive peer-review exercises. There will be a number of readings on writing style and technique, as well as class discussion and workshop activities. The final essay will itself be developed in multiple steps.

Attributes: EXPE Experiential Education Courses

Spring 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Zaid Adhami

REL 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)

Cross-listings: REL 126 PSCI 126 GBST 101

Secondary Cross-listing
In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors

Expected Class Size: 25

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

Unit Notes: Core course for GBST

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 126 (D2) PSCI 126 (D2) GBST 101 (D2)

Difference, Power, and Equity Notes: An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power—interact globally and in the USA.

Fall 2022
LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: ANTH 134 CHIN 134 COMP 134 REL 134

Secondary Cross-listing
Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range
of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology 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:**

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

**Not offered current academic year**

REL 149  (S)  The Sacred in South Asia

**Cross-listings:** ANTH 249 ASIA 242 REL 149

**Secondary Cross-listing**

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

**Requirements/Evaluation:** weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

**Prerequisites:** Interest in the topic!

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

**Expected Class Size:** 15

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

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**
REL 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

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

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

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

Fall 2022

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

REL 200 (S) What is Religion? Theories and Methods in the Study of Religion

To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. At stake are questions such as: How does one go about studying religion? Is "religion" a cultural universal? What is religion’s relationship to the "European Enlightenment”? to race? to science? to society? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?

Requirements/Evaluation: class participation, weekly short (max 2 page) writing assignments, a 5-page midterm paper, and a 10-page final paper

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

Enrollment Limit: 15

Enrollment Preferences: Religion majors and prospective majors

Expected Class Size: 15

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

Distributions: (D2)
REL 203 (F) Judaism: Before The Law

Cross-listings: REL 203 JWST 101

Primary Cross-listing

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts, Franz Kafka's *The Trial* with his parable "Before The Law," ethnographic accounts of contemporary Jewish observance, and much else. *All readings will be in translation.*

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Expected Class Size: 15

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 203 (D2) JWST 101 (D2)

Attributes: JLST Interdepartmental Electives JWST Gateway Courses

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REL 204 (S) What is Islamic Art? (DPE) (WS)

Cross-listings: REL 204 ARTH 206

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors, Religion majors

Expected Class Size: 8

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

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

REL 204 (D2) ARTH 206 (D1)

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

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023
TUT Section: T1    TBA    Murad K. Mumtaz

REL 205 (S) Ancient Wisdom Literature

**Cross-listings:** JWST 205 CLAS 205 REL 205 COMP 217

**Primary Cross-listing**

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack.*

All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distributions:** (D2)

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

JWST 205 (D2) CLAS 205 (D2) REL 205 (D2) COMP 217 (D1)

**Attributes:** JWST Core Electives

Not offered current academic year

REL 206 (S) The Book of Job and Joban Literature

**Cross-listings:** REL 206 JWST 206 COMP 206

**Primary Cross-listing**

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job.* All readings are in translation.
Class Format: For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

Expected Class Size: 12

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

Distributions: (D2)

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

REL 206 (D2) JWST 206 (D2) COMP 206 (D1)

Attributes: JWST Core Electives

Not offered current academic year

REL 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: COMP 250  REL 207  JWST 207  CLAS 207

Primary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. All readings are in translation.

Class Format: For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Class participation and several writing assignments.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

Expected Class Size: 12

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

Distributions: (D2)

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

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

Attributes: JWST Core Electives

Not offered current academic year

REL 208 (S) Genesis: The Family Saga

Cross-listings: COMP 207  REL 208  JWST 208

Primary Cross-listing

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage,
parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

**Requirements/Evaluation:** class participation, a series of short writing assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have already taken a course in Biblical literature

**Expected Class Size:** 19

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

**Distributions:** (D2)

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

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

REL 209 (S) Jewish America

**Cross-listings:** REL 209 JWST 209

**Primary Cross-listing**

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie, Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, “therapeutic culture,” the civil rights movement, the sexual revolution, and feminism.

**Requirements/Evaluation:** class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

**Expected Class Size:** 25

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

**Distributions:** (D2)

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

REL 209 (D2) JWST 209 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

REL 210 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages
This lecture course will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the polities of Western Europe. The course will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: 6-8-page paper, quiz, midterm, final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students, but open to all

Expected Class Size: 20

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

Distributions: (D2)

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

ARAB 212 (D1) REL 210 (D2) ARTH 212 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2023

LEC Section: 01    MR 2:35 pm - 3:50 pm     Peter D. Low

REL 211  Christians versus Pagans: Ancient Egypt

This course explores the religious terrain of ancient Egypt in the Greek and Roman periods. Focused mostly on the rise of Christianity, this course asks big questions about what changes and what stays the same when major religious movements emerge in a place. What parts of Christianity were new to Egypt and were premised upon a rejection and displacement of Egyptian religious practices and beliefs? What parts of Egyptian religious life, rather than being replaced or transformed by Christianity, were adopted into Christianity? And what parts of Egyptian religious practice resisted Christianity? And how and where did it resist?

Requirements/Evaluation: 1-2 page weekly papers, final paper, participation

Prerequisites: none

Enrollment: 18

Enrollment Preferences: Religion Majors

Expected Class Size: 12

Grading:

Distributions: (D2)

Not offered current academic year

REL 213  (F)  Patrons, Rituals, and Living Images in Japanese Buddhism

Cross-listings: ASIA 205  REL 213  ARTH 205

Secondary Cross-listing

This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities—the imperial court, immigrant artists, monks, women, and commoners—employed and venerated Buddhist images for
political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

Requirements/Evaluation: attendance, class participation, 4 reading and object response papers (2-3 pages), midterm, non-cumulative final exam, and digital exhibition project with an 8-10 minute presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: First and second-year students, but open to all

Expected Class Size: 20

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

Distributions: (D1)

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

ASIA 205 (D1) REL 213 (D2) ARTH 205 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

REL 215 (F) Religion & Bible in Latinx Literature, Memoir, Art & Film

Cross-listings: LATS 219 REL 215

Secondary Cross-listing

This course will examine how a broad, but selective, range of Latinx writers and artists -- particularly in fiction, film, visual arts, and biography -- depict, describe, and discuss religious themes, including from the Bible and other relevant "scriptures." Latinx-authored novels and memoirs, and autobiographies, artwork by Latina/x visual artists, and films on Latinx themes and communities will be read and viewed to facilitate discussion about what it means to be religious and Latinx; how Latinx peoples read and depict their scriptures; and how such depictions promote or deter understanding of Latinidad in the U.S.A.

Requirements/Evaluation: In this course, students will read and write short essays about novels and memoirs (4-5 pages), critically analyze film and artwork in short papers (3-4 pages), and write a research paper (8-10 pages) that analyzes the nexus of Latinx religion and art, whether fiction, film, memoir, or the visual arts. Attendance, participation, Glow discussion forums, and written assignments will all constitute assessment tools for this course.

Prerequisites: No prerequisites.

Enrollment Limit: 20

Enrollment Preferences: Students with at least one prior Religion course will be given preference if an enrollment overload. Also sophomores, juniors, and seniors will be given preference over first year students.

Expected Class Size: 15-20

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

Distributions: (D2)

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

LATS 219 (D2) REL 215 (D2)

Attributes: LATS Core Electives

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

REL 216 (S) Greek Art and the Gods
Cross-listings: ARTH 238 REL 216 CLAS 248

Secondary Cross-listing

In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion

Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

Expected Class Size: 30

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

Distributions: (D1)

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

ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

REL 217 (F) Religion and American Politics

Cross-listings: REL 217 HIST 257

Primary Cross-listing

In this course, students will explore the history of religion and American politics, from the colonial era to the present. In the process, they will tackle such questions as: Were Anglo-American colonies 'cities on a hill' or bastions of intolerance? Was the First Amendment designed to protect the state from religion, or religion from the state? Has American religion primarily served to justify the status quo or inspire revolutionary change? How have religious ethics shaped responses to racial, gender, and class inequality? How has religious conflict impacted civic unity and political polarization? What role should religion play in American political life? The course will cover such topics as: Anglo-colonial treatment of heretics and blasphemers; the meaning of the First Amendment; religious conflict over slavery; state regulation of sexuality and polygamy; state treatment of religious minorities; the Scopes Trial and scientific modernity; Christian responses to industrial capitalism; theologies of civil disobedience and nonviolence; and 20th-century religious battles over school prayer, civil rights, the military draft, abortion, and democracy itself.

Requirements/Evaluation: Class participation; five informal response papers (350-450 words); two unit papers (4-6 pages); final paper (8-10 pages).

Prerequisites: None; open to all students.

Enrollment Limit: 20

Enrollment Preferences: Religion and History majors, in order of descending seniority.

Expected Class Size: 20

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

Distributions: (D2)

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

REL 217 (D2) HIST 257 (D2)

Attributes: HIST Group F Electives - U.S. + Canada
**REL 218 (F) Foundations of China**

**Cross-listings:** ANTH 212 GBST 212 REL 218 HIST 214 CHIN 214 ASIA 211

**Secondary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

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

**Distributions:** (D1)

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

ANTH 212 (D2) GBST 212 (D2) REL 218 (D2) HIST 214 (D1) CHIN 214 (D1) ASIA 211 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

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**REL 219 (F) Realizing Utopias**

**Cross-listings:** STS 219 REL 219

**Primary Cross-listing**

*Our world can be better.* We are faced with unfolding global catastrophes, such as the pandemic, anthropogenic climate change, economic crises, racialized injustice, and political polarization, and many people seem to have lost their capacity to imagine better futures. Perhaps that is why we as a society have no problem picturing the end of the world--fictional dystopias and apocalypses are abundant while (e)utopias are scarce. This a problem because, as numerous political theorists have observed, it is hard to organize meaningful change around cynicism and nihilism. But our dystopian present makes it even more important to imagine and even realize utopias. This course will help us do so. Our core collective goal will be to explore pragmatic realizations of radical hope. Complementing urgent efforts to resist or mitigate intense injustice in the present, we will aspire to articulate bold visions for emancipatory communities of the future. Rather than primarily focusing on the limitations of existing institutions, this seminar will treat these as problems to be solved rather than as reasons to accept the status quo, and we will embrace affirmative projects of designing the frameworks for better worlds. But we also don't want to blind ourselves to the challenges of being visionary. In brief, we will engage in serious explorations of the underlying principles and rationales for various emancipatory political communities while also pragmatically assessing their potential difficulties. We will spend the first part of the course reading political theory (on issues such as resource allocation, collective decision making, and social justice) alongside various artistic and political manifestos. We will spend one week reading utopian novels (including as possibilities socialist, anarchist, techno-futurist, ecotopias, Afrofuturist, queer utopias, and many more). But the majority of the course will be project-based. Students will form small teams to engage in radical thought experiments and then construct and refine their ideas of better possible societies/political communities. These teams will produce 1) policy papers to address how their utopian societies would deal with real world issues, and 2) artifacts (such as art, manifestos, pamphlets, short stories, videos, or the like) that might appear in the futures they envision, exploring both their ideals and their limits. The semester will culminate in a public exhibition of these works. Thinkers to be considered may include: Marx & Engels, José Esteban Muñoz, Boaventura de Sousa Santos, Lucy Sargent, David Schweickart, Colin Ward, Erik Olin Wright, and others.

**Requirements/Evaluation:** attendance and participation, short writing assignments, group policy papers, and artifacts (e.g., art, manifestos, pamphlets, short stories, or videos) for end of semester exhibit.
Prerequisites: none.
Enrollment Limit: 20
Enrollment Preferences: If overenrolled students will be asked for a statement of interest and utopian project idea.
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 219 (D2) REL 219 (D2)

Fall 2022
SEM Section: 01 MR 2:35 pm - 3:50 pm Jason Josephson Storm

REL 220 (F) History of Islam and the Middle East since 1453
Cross-listings: HIST 206 REL 220 ARAB 206
Secondary Cross-listing
This course offers an introduction to the major political and societal institutions that evolved under the aegis of what we might call "Islamic civilization" since the Ottoman conquest of Byzantine Constantinople in 1453. The principal geographic areas covered are the Middle East, North Africa, and to some extent the Balkans. Major topics include the rise of the Ottoman sultanate and their consolidation of rule, the Persian Safavid Empire, the rise of Western intervention and colonialism, nationalism, and state formation, and the challenges of and responses to modernization.
Requirements/Evaluation: attendance, participation, map exercise, 2 papers, midterm and take-home final
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: History and Arabic Studies majors, seniors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 206 (D2) REL 220 (D2) ARAB 206 (D2)
Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern
Not offered current academic year

REL 222 (F) The Jewish Art of Interpretation
Cross-listings: JWST 222 REL 222 COMP 211
Primary Cross-listing
Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.
Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project
Prerequisites: none
Enrollment Limit: 18
Expected Class Size: 18
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
JWST 222 (D2) REL 222 (D2) COMP 211 (D2)
Attributes: JWST Core Electives
Not offered current academic year

REL 224 (S) U.S. Latinx Religions
Cross-listings: AMST 224 REL 224 LATS 224

Secondary Cross-listing
In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

Class Format: discussion
Requirements/Evaluation: class participation, short writing exercises, a 3-page essay, a 5-page essay, and an 8-12-page final review essay/project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: LATS concentrators and AMST and REL majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 224 (D2) REL 224 (D2) LATS 224 (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

REL 232 (S) Islam in Africa (DPE)

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

Requirements/Evaluation: Two essays during the semester and final project.
Prerequisites: None
Enrollment Limit: 25
Enrollment Preferences: REL, HIST, ARAB, GBST majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

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

Attributes: HIST Group A Electives - Africa

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

REL 235 (S) The Garden in the Ancient World
Cross-listings: COMP 235 REL 235 CLAS 235 ENVI 232

Secondary Cross-listing
Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Classics majors
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 235 (D1) REL 235 (D2) CLAS 235 (D1) ENVI 232 (D1)

Attributes: ENVI Humanities, Arts + Social Science Electives
Not offered current academic year

REL 236 (S) Reading the Qur'an
Cross-listings: ARAB 236 REL 236 COMP 213 GBST 236

Primary Cross-listing
In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and
passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 15

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

Distributions: (D2)

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

ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

Not offered current academic year

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

Cross-listings: REL 237 AFR 237 AMST 237

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

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

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

REL 238 (F) Islam and Reason  (DPE)

In an essay on the "reality of Islam," the popular New Atheist writer, Sam Harris, concludes: "All civilized nations must unite in condemnation of a theology that now threatens to destabilize much of the Earth... It is time we realized that the endgame for civilization is not political correctness. It is not respect for the abject religious certainties of the mob. It is reason." These words forcefully express the common sentiment that the fanatical blind faith
demanded by "mainstream Islam" poses a major threat to the so-called civilized world. Islam is thus seen as exemplifying the irrational dogmatism of religion par excellence. This course will critically examine such assumptions, by exploring how Muslim philosophers and theologians throughout the history of Islam have addressed a variety of questions, such as: Is faith compatible with reason and rationality? What is the relation between reason and scripture? What modes of perception, reasoning, and knowledge are involved in religious belief? What room is there for doubt, skepticism, and critique in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, mysticism, and ethics, as well as anthropological engagements with lived Islam. Through these explorations, we will also critically reflect on our own cultural assumptions about religious belief, the nature of reason and knowledge, and the politics and power-dynamics of reason and rationality.

Requirements/Evaluation:  
Regular discussion posts; Midterm essay; Final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Religion majors

Expected Class Size: 5-10

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course requires students to engage deeply with a very different philosophical universe than that of the modern West. This is also meant to prompt a critical engagement with our own cultural and philosophical assumptions about reason, knowledge, and religious belief. Finally, we will also reflect on the politics and power-dynamics of reason and rationality, considering how dominant modes of thinking are designated as "reason" and others are relegated to being objects of critique.

 Attributes: PHIL Related Courses

Not offered current academic year

REL 239 (F) The Modern Middle East  (DPE)

Cross-listings: HIST 207  JWST 217  REL 239  ARAB 207  GBST 101  LEAD 207  GBST 102

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) ARAB 207 (D2) GBST 101 (D2) LEAD 207 (D2) GBST 102 (D2)

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

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

Not offered current academic year

REL 241 (F) History of Sexuality
Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 241 (D2) HIST 292 (D2) GBST 241 (D2) WGSS 239 (D2)

Attributes: HIST Group G Electives - Global History

Fall 2022
SEM Section: 01  MW 11:00 am - 12:15 pm  Saadia Yacoob

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

Cross-listings: REL 242 WGSS 242 ARAB 242

Primary Cross-listing

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

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

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

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

REL 243  (F) Islamic Law: Past and Present
Cross-listings:  ARAB 243  WGSS 243  REL 243  HIST 302

Primary Cross-listing
From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Not offered current academic year

REL 244  (S) Mind and Persons in Indian Thought
Cross-listings:  ASIA 244  PHIL 245  REL 244

Primary Cross-listing
In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion
Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: selection based on the basis of relevant background
REL 246 (S) India’s Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ASST 246 ASIA 246 REL 246 ANTH 246 WGSS 246

Primary Cross-listing
This tutorial considers India’s multiple and intersecting identities, in relation to climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. We examine the intersectional identities that produce solidarity and opposition within landscapes always already structured by power and inequity. How do communal and individual identities such as gender, class, caste, sexuality or religion shape social conflict and ongoing struggles for power in India today? We examine key moments in Indian history that continue to produce social conflict and fluidity such as Partition, the riots in Gujarat, Hyderabad, and Delhi that have shaped the modern landscape of communal identity, as well as the contested border such as Ladakh as well as Jammu & Kashmir. Our readings will include ethnographic, sociological, historical fiction, and oral history. Students choose their own topics to delve into for final weeks of the semester.

Class Format: Meeting weekly in pairs with tutorial partner to discuss texts and student essays.

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Majors in Anthropology, Sociology, Religion, Women’s, Gender & Sexuality Studies, concentrators in Asian Studies, STS

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:
ASST 246 (D2) ASIA 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

Writing Skills Notes: This tutorial involves weekly essays of 1500 words or oral responses, intensive feedback on writing, and individual writing chats with instruction in the middle of the semester.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity are sources of struggle and division within Indian society. It analyzes the intersectional identities of class, caste, gender, and religion in shaping differential access to power and equity within India today.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

REL 247 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: PSCI 244 REL 247 GBST 243

Secondary Cross-listing
The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be
relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

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

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

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

PSCI 244 (D2) REL 247 (D2) GBST 243 (D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

REL 249 (S) Anti-Semitism (DPE)

Cross-listings: JWST 249 REL 249

Primary Cross-listing

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

Requirements/Evaluation: Three 5-7 page papers, class participation

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

JWST 249 (D2) REL 249 (D2)

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

Attributes: JWST Core Electives

Not offered current academic year

REL 250  (F)  Scholars, Saints and Immortals: Virtue Ethics in East Asia

Cross-listings: ASIA 250  REL 250

Primary Cross-listing

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from moral paragons--stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others. The fall 2021 iteration of the course will have a special focus with a few additional readings on idealized communities and political "utopias."

Class Format: discussion

Requirements/Evaluation: active participation, short writing assignments, midterm, and a self-scheduled final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 20

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

Distributions: (D2)

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

ASIA 250 (D2) REL 250 (D2)

Attributes: GBST East Asian Studies Electives  PHIL Related Courses

Not offered current academic year

REL 254  (S)  The Theory and Practice of Meditation in the Modern World

This course invites students to examine theoretically and experientially meditation. Throughout the course, we examine meditations belonging to various Buddhist traditions through our own practice. We study some of the manuals where these meditations are taught and connect these practices to some of the more important ideas of the tradition. In studying and practicing meditation, we follow a gradual approach, starting from the most basic practices to more advanced ones. We also connect the practices and ideas we consider with modern scientific approaches, examining practices such as mindfulness therapy and the practice of positive emotions from a psychological perspective. In the process, we re-contextualize Buddhist ideas by connecting them with modern approaches, particularly those inspired by biology, psychology and ecology. Throughout the course, students will keep a daily practice of meditation and record their experiences in a journal so as to be able to come to an informed understanding combining a theoretical grasp of the issues raised by meditation and their own personal appreciation.

Class Format: mixture of lecture, discussion, and practice of meditation

Requirements/Evaluation: full attendance and participation, regular practice of meditation, two middle-length essays, and a meditation journal

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Religion majors, students who have taken REL 288

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option
REL 255 (F) Buddhism: Ideas and Practices

Cross-listings: ANTH 255 REL 255 ASIA 255

Primary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

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

ANTH 255 (D2) REL 255 (D2) ASIA 255 (D2)

Attributes: GBST South + Southeast Asia Studies Electives PHIL Related Courses

REL 259 (S) Ethics of Jewish American Fiction

Cross-listings: ENGL 259 JWST 259 REL 259

Primary Cross-listing

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18
REL 261 (F) Rastafari: Dread, Politics, Agency

Cross-listings: REL 261 AFR 299 PSCI 233

Secondary Cross-listing

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion

Expected Class Size: 12

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

Distributions: (D2)

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

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

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

Not offered current academic year

REL 262 (S) Time and Blackness

Cross-listings: AFR 208 AMST 208 REL 262

Secondary Cross-listing

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory—which involves thinking about time—time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres—spiritual autobiography, fiction, memoir, literary criticism, and cultural theory—understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
REL 263 (F) Giving God a Backbeat: Rap Music, Religion & Spirituality

Cross-listings: AFR 221 REL 263

Secondary Cross-listing

On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture-centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip-hop feminism.

Requirements/Evaluation: students will be evaluated on their class participation, Twitter threads, response papers, quizzes, and a final class group project

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 15

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

REL 264 (F) The Bible and Slavery (DPE)

Cross-listings: REL 264 AFR 264

Primary Cross-listing

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

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

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

Enrollment Limit: 15

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

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

REL 264 (D2) AFR 264 (D2)

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

**Fall 2022**

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

**REL 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.

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

**Prerequisites:** none

**Enrollment Limit:** 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

Not offered current academic year

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

**Cross-listings:** REL 269  STS 269  ASIA 269  ANTH 269
Primary Cross-listing
This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively—be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 helped us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

Requirements/Evaluation: weekly tutorial papers and discussion
Prerequisites: A prior class or some experience with meditation is recommended
Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

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

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

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

Fall 2022
TUT Section: T1 TBA Kim Gutschow

REL 270 (F) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)

Cross-listings: REL 270 COMP 263 CLAS 270

Primary Cross-listing
What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the interpretive approach of the course. The second part of this course addresses these questions by examining the formation of Christianity from its origins as a Jewish movement until its legalization, using a comparative socio-historical approach. The third part of the course focuses on the earliest literature produced by the Jesus movement and consider it within a comparative framework developed in the first half of the course. The final part of the course emphasizes modern interpretations of Jesus and the Jesus movement; here we shall be examining how scholars make use of ancient materials to frame their arguments.

Class Format: lecture/discussion
Requirements/Evaluation: three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)
Prerequisites: none; open to all
Enrollment Limit: 19

Enrollment Preferences: sophomores, especially potential majors in Religion, Classics, and Comparative Literature
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (WS)

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

REL 270 (D2) COMP 263 (D2) CLAS 270 (D1)

Writing Skills Notes: Students will write a series of short essays, with required revisions, to develop their skills in close reading of ancient texts and interpretive analysis of modern scholarship about Christian origins. In each successive section of the course, writing from the prior unit will inform the subsequent papers.

Not offered current academic year

REL 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia

Cross-listings: REL 272 ARTH 272 ASIA 272 ASST 272

Secondary Cross-listing

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Requirements/Evaluation: 3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

Expected Class Size: 10

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

Distributions: (D1)

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

REL 272 (D2) ARTH 272 (D1) ASIA 272 (D1) ASST 272 (D1)

Not offered current academic year

REL 274 (F) Ritual, Power and Transgression

Cross-listings: REL 274 ANTH 299

Secondary Cross-listing

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

Requirements/Evaluation: class participation, biweekly responses to instructor prompts, two short (500 words) response papers, and one 12-page (2400 words) research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANSO and REL majors, open to first-years

Expected Class Size: 20

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

Distributions: (D2)
REL 275 (F) Buddhist Material Culture

**Cross-listings:** ANTH 275  REL 275  ASIA 275

**Secondary Cross-listing**

You've heard of the "material girl"(or boy), but what about the material Buddhist? What is material culture, and what makes it Buddhist? If Buddhism is supposed to be a tradition that encourages non-attachment, then what is meant by Buddhist material culture? Shouldn't Buddhists be free of material things? Or, rather, who says that they have to be? This course encourages students to look beyond modernist ideals of Buddhism as merely a rational tradition about monks, manuscripts, and mindfulness. In this course, students are encouraged to take Buddhist "stuff", material culture, seriously. This course offers: (1) an introduction to the core concepts of Buddhism; (2) a brief overview of theories of material religion, or the "material turn" in the study of religion; and (3) a sampling of the vast material- and spiritual worlds of Buddhist Asia, particularly China, Korea, Japan, Thailand and Myanmar. We begin by decolonizing Buddhism. Then, we trace the Humanities trend of the past couple decades that prioritizes material investigations that acknowledge the agency of not only humans but also that of objects/things/stuff. These theories also emphasize networks—among people, things, and spirits. We look closely at Buddhist stuff. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. This course includes brief experiential components on Buddhist meditation and ritual. By the end of the semester, students will have a basic understanding of Buddhist concepts, will learn to value Buddhist material culture, and will be able to apply social theories of religion and things. No prior experience in meditation or Buddhism is required. This course does not assume any previous background in Buddhism, Religion, Asian Studies, or Art History.

**Requirements/Evaluation:** midterm exam; Four quizzes; final project presentation and encyclopedic essay (1,000 words)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors ANSO, REL, or concentrators in Asian Studies

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

ANTH 275 (D2) REL 275 (D2) ASIA 275 (D2)

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REL 276 (S) Gnosis, Gnostics, Gnosticism (DPE)

**Cross-listings:** REL 276  COMP 258

**Primary Cross-listing**

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

**Class Format:** lecture/discussion

**Requirements/Evaluation:** weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

**Prerequisites:** none
Enrollment Limit: 15
Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 276 (D2) COMP 258 (D1)

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

Not offered current academic year

REL 277  (F)  Meditation and Modern American Life
Cross-listings: REL 277 ENGL 277
Secondary Cross-listing
The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We'll study how traditional Buddhist meditation practices were transmitted to the West, and then track the way those practices changed over time, as they were adapted to the radically new context of American culture. And we'll study the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course will be an introduction to the theory and practice of meditation: we'll learn a variety of meditation techniques, and we'll spend a significant amount of time each class practicing and reflecting upon those practices.
This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. *Please note the atypical class hours, Thursdays, 4:45-8:30 pm.*

Requirements/Evaluation: full attendance and participation; meditation 2-3 times a week outside of class; a meditation journal; and a final 10-page essay
Enrollment Limit: 18
Enrollment Preferences: final selection will be made on the basis of (a) statements of interest sent via email to brhie@williams.edu by June 26 and (b) brief interviews with the instructor.
Expected Class Size: 18
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 277 (D1) ENGL 277 (D1)
Not offered current academic year

REL 281  (S)  Religion and Science
Cross-listings: STS 281 REL 281
Primary Cross-listing
In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific
developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

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

Distributions: (D2)

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

STS 281 (D2) REL 281 (D2)

REL 283 (F) Religion and American Capitalism

Cross-listings: REL 283 HIST 383

Primary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or lead us to worship Mammon? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holy to be poor or is prosperity our moral duty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; liberation theology and racial capitalism; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

Requirements/Evaluation: Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

Prerequisites: None; open to all students.

Enrollment Limit: 15

Enrollment Preferences: Religion and History majors.

Expected Class Size: 15

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

Distributions: (D2)

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

REL 283 (D2) HIST 383 (D2)

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

Fall 2022

SEM Section: 01 Cancelled

REL 284 (S) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 WGSS 284 ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (c.1120s-1160s). Created within a
hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Not offered current academic year
REL 286 (F) The Bible and Migration: Latinx Perspectives

**Cross-listings:** REL 286 LATS 285

**Primary Cross-listing**

This course seeks to understand migration in the current historical moment, around the globe but especially on the US border. The lenses through which we will explore migration include Religion, with special focus on the Christian Bible. We will explore instances of and reflections on migration in the Bible, as well as various interpretations of the Bible emerging today in debates over migration. The course will approach US migration from the perspective of Latinx communities in the US - historically, culturally, politically, and religiously. Readings will include: The Bible, monographs and essays on the Bible and Migration, especially from the perspectives of Latinx authors and thinkers.

**Requirements/Evaluation:** Participation in class discussions; two to three short essays (3-5 pages each) analyzing selected readings; a longer final research paper (7-10 pages) on an aspect of Bible and Migration of interest to the student defined in consultation with the professor.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Religion majors and Latinx Studies concentrators, and those interested in these areas of study

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

REL 286 (D2) LATS 285 (D2)

**Attributes:** LATS Core Electives

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REL 288 (F) Embodiment and Consciousness: A Cross-Cultural Exploration

**Cross-listings:** REL 288 PHIL 288

**Primary Cross-listing**

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

**Requirements/Evaluation:** regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

**Prerequisites:** any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

**Enrollment Limit:** 18

**Enrollment Preferences:** Religion and Philosophy majors

**Expected Class Size:** 18

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

**Unit Notes:** there is no need to email the professor in advance to indicate interest in the course
REL 291 (S) Religion and Ecology in America (WS)

Cross-listings: SOC 291 ENVI 291 REL 291

Secondary Cross-listing
This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner’s paper.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 291 (D2) ENVI 291 (D2) REL 291 (D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

REL 292 (S) Religion and Politics in the Caribbean and the Diaspora: Puerto Rico and Cuba

Cross-listings: REL 292 LATS 253

Secondary Cross-listing
This course explores the role of religion in Caribbean history and politics, with a focus on Puerto Rico and Cuba. These Caribbean islands have lived out contested colonized histories and experiences, as well as diasporic realities on the US mainland. The US government and military have played a significant role in both since the turn of the last century, forcibly shaping their economies and politics. Religion, particularly the Protestant missionary enterprise since the US invasions in 1898, has also shaped histories and politics on the islands and throughout their diasporas. We will explore the role and impact of Protestant religion in these historically indigenous, African descendent, and Roman Catholic religious spaces, as well as how these religious engagements and theologies impacted migration and the creation of diasporic communities in the US. We will analyze the role of religion in imperialist endeavors, as well as in solidarity movements. Puerto Rican and Cuban historical luminaries, such as Pedro Albizu Campos and Jose
Marti, who struggled against Spanish colonialism in Puerto Rico and Cuba respectively, had not only political but religious visions for better prospects for their homelands. By understanding the intertwining of religion and politics in Puerto Rico, Cuba and their diasporic communities, we will have the tools to consider the implications for other Caribbean nations, such as the Dominican Republic, as well as other Latin American countries that have experienced US interventions and the creation of diasporic communities.

**Class Format:** This course will follow a discussion format, in which students are expected to come to class prepared to address the assigned readings, to have completed short assignments in preparation for discussions, to make presentations to the class, and/or to lead discussions.

**Requirements/Evaluation:** Evaluation in this course will be based on class participation, short 1 to 2-page writing assignments every other week based on readings and assigned videos/films; a five-page midterm essay on an aspect of Puerto Rican or Cuban political/religious reality discussed in class, and final 7-page research essay on a theme in the course agreed upon by student and professor.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** LATS concentrators and Religion majors, and those with expressed interest in these fields

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

REL 292 (D2) LATS 253 (D2)

**Attributes:** LATS Core Electives

Not offered current academic year

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**REL 294 (S) Paul and Early Christianity: Race, Ethnicity, Empire, and the New Testament**

In the Christian New Testament, 13 letters are attributed to "Paul" (out of a total of 27 documents that comprise the New Testament). These letters have been a rich source for a host of political and theological debates over the last two millennia, but in this course, we will examine them as expressions of earliest Christianity's encounter with race, ethnicity, gender, and the ethics of a new religious movement, established in the midst of the oppressive Roman imperial order. Seven of these letters were almost certainly written by someone known to us as Paul of Tarsus. How Paul, a devout Jew, addressed controversial issues in his newfound communities, often in equally controversial ways, will guide our discussions of the role of religion and politics in his world as well as our own. Reading the letters of Paul and related documents in the New Testament, and interpretations of Paul over the centuries, including in modern scholarship, especially by African American, Asian American, and Latinx biblical scholars, theologians, artists, and thinkers will focus our study of religion and politics, ancient and modern.

**Requirements/Evaluation:** Students will prepare oral and written summaries of the letters (at least one per student) from their own perspectives in conversation with scholarly interpretation, as well as write short papers (two for the semester, 3-4 pages each) on relevant themes for today inherent in these ancient documents. There will also be a final, research paper (8-10 pages) examining race, ethnicity, gender, and/or politics -- then and now -- using several of the letters as sources for the written exploration.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** juniors and seniors, either Religion majors, concentrators, or at least one course in Religion

**Expected Class Size:** 15

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

**Distributions:** (D2)

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**REL 295 (S) Foundations of Confucian Thought** (DPE) (WS)

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by
focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the Analects (purported to record the words of Confucius himself), the Mengzi (often romanized as "Mencius"), the writings of Xunzi, and the Classic of Filial Piety. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (ren), "moral power" (de), and "ritual propriety" (li); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

Writing Skills Notes: Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

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

REL 296 (F) The History of the Holocaust

Cross-listings: HIST 338 JWST 338 REL 296

Secondary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion

Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

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

Enrollment Limit: 25

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 20-25

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 302 (S) Philosophy of Religion (WS)

**Cross-listings:** PHIL 281 REL 302

**Secondary Cross-listing**

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Hume, Kant, Kierkegaard, and several contemporary philosophers.

**Class Format:** students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

**Requirements/Evaluation:** five 5-page papers and five 2-page papers

**Prerequisites:** one PHIL course

**Enrollment Limit:** 10

**Enrollment Preferences:** current and prospective Philosophy majors

**Expected Class Size:** 10

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

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

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

PHIL 281 (D2) REL 302 (D2)

**Writing Skills Notes:** Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** PHIL History Courses

**Not offered current academic year**

REL 303 (F) Augustine’s Confessions

**Cross-listings:** CLAS 307 PHIL 307 REL 303

**Secondary Cross-listing**

No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine's dynamic vision of reality more compellingly than the *Confessions*. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine's own. The seminar will be structured around a close, critically engaged reading of the *Confessions* (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

**Class Format:** Class meetings will consist primarily in student presentations and open, directed discussion of assigned readings.

**Requirements/Evaluation:** Regular reading assignments from the Confessions and related secondary literature. Weekly participation in online discussion on Glow (15% of final grade); 3 class presentations (of various lengths and kinds) (20%); a short paper (maximum 1500 words) due around the middle of the semester (20%); a term paper in two drafts (maximum 3000 words) due near and the end of the semester (40%); preparation for and participation in class that shows thoughtful engagement with the assigned readings (5%).

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced students in Philosophy, Religion and/or Classics

**Not offered current academic year**
REL 306 (F) Feminist Approaches to Religion (WS)

Cross-listings: WGSS 307 REL 306

Primary Cross-listing

What does feminist theory have to offer the study and practice of religion? How have participants in various religious traditions helped to produce and enact different kinds of feminist approaches to critique and transform religions? Feminisms and religions have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. The course prioritizes attention to the intersections and interactions of gender, race, ethnicity, sexuality, and nationality (among other factors) with religion.

Requirements/Evaluation: weekly GLOW posts before class, one "position paper" for class discussion (3 pages), a research question with rationale for interest and potential action plan (1 page), exploratory research statement (2 pages), essay on interpretive approach to research project (3 pages), participation in writing workshop on 7-page early drafts of final papers, one 15-page final paper.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Religion and Women's, Gender and Sexuality Studies majors have priority, and then students who have taken either REL 200 or WGSS 101.

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

WGSS 307 (D2) REL 306 (D2)

Writing Skills Notes: This course features a series of scaffolded writings assignments that will culminate in a final research project.

Attributes: WGSS Theory Courses

Not offered current academic year

REL 308 (S) What is Power?

Cross-listings: SOC 308 PSCI 306 STS 308 REL 308

Primary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: critical theory about power and philosophy of science about cause and effect. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt,
Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor’s memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, several short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 20

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 15

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

Distributions: (D2)

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

GBST 312 (D2) ASIA 312 (D2) REL 312 (D2) HIST 312 (D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia
REL 314  (S)  Racial and Religious Mixture  (DPE)
Cross-listings:  REL 314  LATS 327  AFR 357  AMST 327

Secondary Cross-listing
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

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:

REL 314 (D2) LATS 327 (D2) AFR 357 (D2) AMST 327 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  GBST Latin American Studies Electives

Not offered current academic year

REL 316  (F)  Social Ontology

Cross-listings: STS 316  REL 316

Primary Cross-listing

What is society? What is the social world made of? The obvious answer--individual people--was for a long time dominant in the social sciences. Indeed, many theorists argued that there was no such thing as society distinct from individual humans and their intentional actions. While this mode of theorizing had some advantages, it has recently fallen out of vogue because of its inability to explain group norms, institutions, corporations, and other collectives. Explanations at the individual level are not necessarily incorrect, but rather philosophers have increasingly come to see them as incomplete. Society seems to more than an aggregate of individuals. Hence, philosophers have increasing turned to questions of social ontology and produced fresh theories about the nature of the fundamental constituents of the social world. We will explore this research, but with the added intuition that looking beyond humans to other social animals can provide a fresh theoretical vantage. We will set out from the idea that the social world is composed not just out of humans, but also out of materialized signs produced by social animals (e.g., a no-smoking sign or an ant's chemical trail). This seminar will offer an advanced survey of current debates about the ontology, methodology, and aims of the humanities and social sciences. We will address questions such as: Is there a difference between explaining and understanding social actions? Should explanation in the humanities and social sciences follow the model of explanation in the natural sciences, or are there peculiarities about social phenomena that demand a different approach? What are social structures, practices, norms, institutions? How might social structures exist over and above individuals? Do social groups have agency in their own right? What are social kinds and what is their relationship to natural kinds? How do debates in the social sciences look different if we attend to other social animals and their materialized signs? Course readings will come from a variety of areas including: sociology, semiotics, feminist theory, philosophy of science, and philosophy of mind. When possible, we will supplement these with readings on research into animal behavior.

Requirements/Evaluation: Attendance and participation. Weekly critical responses/comments. 10-12 page final research paper.

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: STS concentrators, Religion or Biology majors, and then other students majoring/concentrating in DIV II areas.

Expected Class Size: 10

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

Unit Notes: advanced theory seminar with difficult readings.

Distributions: (D2)

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

STS 316 (D2) REL 316 (D2)

Not offered current academic year

REL 319 (S) Milton’s Paradise Lost

Cross-listings: REL 319 ENGL 315

Secondary Cross-listing

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It’s hard to shake the feeling that Milton is the fustiest of English poets—dull, pious, brilliant and all, and not someone you would read if you didn’t have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents—the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read Paradise Lost, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school—about God and Adam and Eve and the serpent—really have been writing about rebellion all along?

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, informal weekly writing assignments, and active seminar participation

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.

If you are interested in taking the course without the prereq, do contact Prof. Thorne.

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 15

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

Distributions: (D1)

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

REL 319 (D2) ENGL 315 (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

REL 320 (F) "You Do You!" The Ethics and Politics of Personal Authenticity

From the breathtaking expansion of the "self-help" industry to corporate advertisement, from the entertainment industry to cultural politics around sexuality and race, the rhetoric and ideal of personal authenticity pervades our daily existence. From every corner we are told: "To thine own self be true!" This powerful moral ideal has arguably become an inescapable and hegemonic frame of U.S. cultural life in the 21st century (and more broadly middle-class life around the globe). The imperative of authentic self-realization -- to discover and become your "true self," in opposition to mere conformity to social conventions and independent of external expectations -- is seen as essential if we are to live a healthy and fulfilling life, and to fully realize what it means to be human in the deepest sense. This course will interrogate this ideal and imperative of personal authenticity from several angles. We will begin by examining a variety of contemporary manifestations of this ethos. We will then explore the historical roots and evolution of the emphasis on authentic selfhood in the modern West, as well as comparable notions of sincerity, selfhood, interiority, and introspection in other (non-liberal, non-Christian) cultural contexts and religious traditions. We will also consider the ideal of authenticity in light of contemporary social theory, as well as engage a variety of ethical-political critiques of authenticity. Through this, we will investigate a number of important questions: Is there such a thing as the "true self" that is autonomous and free of social influences and norms, and how does one discover this true self? What are the limits and social consequences of this aspiration towards authentic selfhood? Is the rhetoric of personal authenticity simply an expression of
narcissistic individualism, or is there a higher moral value and ideal that it speaks to? Can community cohesion and shared collective purpose be sustained alongside the imperative of authenticity? How does the ideal of authentic selfhood interact with collective or socially-conferred identities (like race or heritage)? What are the effects of the widespread commodification of authenticity? How do we understand the relation between personal authenticity and the conditions of late-stage capitalism?

Requirements/Evaluation: Reading responses; Short midterm essay; Semester-long research project and final essay

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Religion majors; Juniors and seniors

Expected Class Size: 10

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

Distributions: (D2)

Fall 2022

REL 322 (F) Brutal Buddhism: Buddhism & Violence

Cross-listings: ANTH 321 ASIA 322 REL 322

Secondary Cross-listing

Buddhist-sanctioned violence is often met with incredulous reception. Why? Buddhists, including monks, are human too. The single-story narrative that praises Buddhism as a peaceful tradition is fallacy. This myopic view of Buddhism is a result of colonial and orientalist legacies that have shaped Euro-American perspectives. Building upon the intellectual and social history of that legacy, in this course, we study Buddhist brutality. The cases include: the persecution of the Hindu-Tamil minority in Sri Lanka; the genocide of Rohingyas in Myanmar, fueled by the influence of outspoken figures like the Buddhist monk Ashin Wirathu, a nationalist and leader of the anti-Islam group 969, whose sentiments are shared among Buddhists in southern Thailand along the Muslim Malay border. We also look at the Thai conscription of forty-thousand soldiers who fought in the Vietnam War with the blessings of Buddhist monks, and WWII's Japanese militarism supported by Zen Buddhism. The struggles for recognition of the nun's order in Southeast Asia, and East Asian women's soteriological limitations due to patriarchal structures, another kind of brutality, is also addressed. While these cases focus on Buddhist agencies of violence, war, and terror, we must consider political, economic, and socio-cultural factors. Students are encouraged to pursue original research that moves beyond questions such as "How do we reconcile violent episodes enacted by Buddhists?", or "What justification is given for Buddhists to condone such acts?". We do discuss these concerns, but we will not prioritize philosophical approaches or religious ideals. Rather this course emphasizes considerations on how Buddhism, like any other religion (indeed, any "-ism"), can be weaponized. So, the question becomes, "why?". By the end of the semester, students will understand the importance of contextual analysis, positionality, globalization, and will be able to apply social theories of religion and violence.

Requirements/Evaluation: midterm exam; Four one-page written critical reading responses; final project presentation and essay (1,500-1,750 words)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: majors ANSO, REL, or concentrators in Asian Studies

Expected Class Size: 8

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

Distributions: (D2)

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

ANTH 321 (D2) ASIA 322 (D2) REL 322 (D2)

Fall 2022

REL 325 (F) Faith and Profit in the Medieval Mediterranean
Cross-listings: HIST 325 REL 325

Secondary Cross-listing

In many historical societies, there have been tensions between the demands of economic and religious life. What can I sell, what should I do with money, and how shall I interact with strangers? What is the relationship between religious ideals and the habits of everyday life? These questions can become especially acute when representatives of two or more competing belief systems interact with each other. The medieval Mediterranean provides numerous rich examples of societies and individuals facing these questions. In this class, we will look at how medieval Jews, Christians, and Muslims resolved these and other dilemmas in the market societies surrounding the Mediterranean basin, as they created their own forms of religious law and economic philosophy. In the process, we will gain a more profound understanding of the roots of modern debates about capitalism, property, and economic justice.

Requirements/Evaluation: Attendance and participation, two short papers, one final 12-15-page research paper
Prerequisites: None
Enrollment Limit: 25
Enrollment Preferences: Junior and senior History majors
Expected Class Size: 15-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

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

HIST 325 (D2) REL 325 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2022
LEC Section: 01 MR 2:35 pm - 3:50 pm Joel S. Pattison

REL 330 (S) Modern Jewish Political Theory

Cross-listings: PSCI 375 JWST 492 REL 330

Primary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of “Jews” and “Judaism” in these arguments. And we will ask persistently: what constitutes a “Jewish justification” for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the “Theory” track
Expected Class Size: 18
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 375 (D2) JWST 492 (D2) REL 330 (D2)
REL 333 (S) The Politics of Myth

Myths animate ethical and political life. Shared stories that function as sources of justification and motivation are reflected in our anxieties and aspirations, in how we talk, and in how we perform our identities. These are stories about the origins of our world, the founding of the political order, the forging of groups, the menace of enemies, the triumph of heroes, the ultimate destiny of humankind. In this course, we will explore the meaning of "myth" in our ethical and political lives. We will read and discuss a wide range of approaches to myth. For instance, readings may include works by Plato, medieval Jewish and Islamic philosophers, Friedrich Nietzsche, Georges Sorel, Ernst Cassirer, and Walter Benjamin. Particular attention will be given to a set of mid-twentieth century theorists of myth who have had an especially strong impact on the meaning of myth in American popular culture: Carl Jung, Mircea Eliade, and Joseph Campbell. We will assess the enduring resonance of their ideas and explore new opportunities to think critically and imaginatively about myth in this tradition, reading works by Wendy Doniger, Jeffrey Kripal, and other contemporary scholars in religious studies. These theoretical explorations will serve to enrich our efforts, throughout the course, to uncover the myths that animate our own lives. We will explore our myths through sustained introspection, interpretations of popular culture, and opportunities for myth-criticism and myth-making. Thus, in addition to the critical analysis of myths and myth theories, students will have the opportunity to play creatively with the possibilities of myth. The course will culminate in a final creative project engaging with the idea of myth.

Requirements/Evaluation: Two 5-7 page papers and either a final annotated creative project or a final 7-10 page paper.

Prerequisites: None
Enrollment Limit: 18
Enrollment Preferences: Religion majors and students who have taken a course in the Religion department.
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

REL 334 (S) Imagining Joseph

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: occasional response papers; substantial final project and paper; class participation

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: based on responses to a questionnaire
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 334 (D2) JWST 334 (D2) COMP 334 (D1) ANTH 334 (D2)

**Attributes:** JWST Core Electives

Spring 2023

SEM Section: 01    W 1:10 pm - 3:50 pm     Peter Just

**REL 335 (S) The Meaning of Diaspora and the Jews of Europe (WS)**

**Cross-listings:** REL 335 HIST 434 JWST 434

**Secondary Cross-listing**

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jewish diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students’ work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

**Requirements/Evaluation:** class participation, several short papers, oral presentations, and a 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
REL 335 (D2) HIST 434 (D2) JWST 434 (D2)

**Writing Skills Notes:** Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

**Not offered current academic year**

**REL 338 (F) Transhumanism: Religion, Technoscience, Obsolescence**

**Cross-listings:** HSCI 338 SOC 338 STS 338 REL 338

**Secondary Cross-listing**

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition." "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas
and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called “GNR” technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement’s affinities with neoliberalism and what some have pointed to as transhumanism’s racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

Requirements/Evaluation: informal weekly writing, two short review essays, and one 15-page seminar paper
Prerequisites: Prior coursework in sociology-anthropology, history, religion, or science and technology studies.
Enrollment Limit: 14
Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators
Expected Class Size: 14
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

REL 340 Science, Religion, and the (post)colony: Critical approaches to the global history of knowledge (DPE)
Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism
Requirements/Evaluation: 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Concentrators, followed by seniors and juniors
Expected Class Size: 15
Grading:
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.

REL 355 (S) Foucault: Confessions of the Flesh
Cross-listings: REL 355 STS 355 COMP 359
Primary Cross-listing
The French philosopher, historian, and social critic, Michel Foucault (1926-1984) has had a massive influence across a range of disciplines. Indeed,
in 2019, Google Scholar ranked Foucault as the number one most highly cited scholar in the Humanities and Social Sciences. While many of his contemporaries have faded in importance, Foucault's writings on power, madness, the history of sexuality, and the structures of domination and governmentality have become central to the theoretical canon of a range of academic disciplines. To be a scholar in the humanities today is often to be in Foucault's shadow. But despite the many references to his work, Foucault is frequently misunderstood and subsequent scholars often attribute to him positions he would have repudiated. Now almost forty years after his death, his work is also long overdue for a reappraisal as we come to understand Foucault better as a person and especially as the final, and posthumous, volume of his History of Sexuality, *Confessions of the Flesh*, has only just appeared and been translated into English. In this course we will mainly read Foucault supplemented with occasional contextual readings. Although we will touch on his earlier writings, this seminar will emphasize his middle-to-late period (beginning with *The Archaeology of Knowledge*) and including selections from his later monographs, lectures, interviews, and short writings. It will culminate in the unfinished intellectual and political project that occupied Foucault in his last days. We will think with and often against Foucault, focusing primarily on questions of power, knowledge, truth, and addressing his later emancipatory gesture toward "technologies of the self." We will also appraise the methodologies that Foucault described as "archaeology" and "genealogy." We will historicize Foucault in his life and cultural context and ask how much of his arguments still apply today. What blind-spots did he have? Which of his ideas are worth consolidating and which need repudiating? How might we go beyond Foucault?

**Requirements/Evaluation:** class participation, weekly critical responses, 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** In order of preference, Religion majors, STS concentrators, Comp Lit majors, and then Philosophy majors.

**Expected Class Size:** 15

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

**Unit Notes:** in-depth seminar on a difficult philosopher who we'll be reading closely

**Distributions:** (D2)

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

REL 355 (D2) STS 355 (D2) COMP 359 (D1)

**Not offered current academic year**

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REL 358  (F)  Religion and Law  (DPE)

**Cross-listings:** GBST 358 REL 358

**Primary Cross-listing**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

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

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

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

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.
REL 360 (S) The Gothic Cathedral: An Art History

Cross-listings: ARTH 360 REL 360

Secondary Cross-listing

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals -- the medieval equivalent of the blockbuster movie, and then some -- have amazed visitors for centuries. The widespread social media reaction of shock and dismay to the fire at Notre Dame Cathedral in Paris almost three years ago, moreover, indicates that this power of the cathedral to dazzle and to capture hearts remains very much alive. But how have art historians, specifically, made sense of these extraordinary, and extraordinarily complex, monuments? And how have the questions they have asked about the cathedral changed over time?

Through a close examination of a number of influential books, in particular -- each one of them a kind of miniature cathedral in its own right -- this 300-level seminar will investigate the shifting interpretation of the Gothic Cathedral over the past 150 years. In so doing, the seminar aims to shed light not only on the fascinating multiplicity of realities that make up the Gothic cathedral but also on the changing shape of the discipline of art history itself, from its beginnings to the early 2020s.

Requirements/Evaluation: participation in class discussion; 2 oral presentations; two 2-3-page papers, and a 8-10-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: art majors and sophomores, but open to all

Expected Class Size: 10

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

Distributions: (D2)

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

ARTH 360 (D1) REL 360 (D2)

Attributes: ARTH pre-1800 Courses

REL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: REL 374 COMP 352 ENGL 374

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

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

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

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

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

REL 374 (D2)  COMP 352 (D1)  ENGL 374 (D1)

Writing Skills Notes: This course will develop students’ writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Not offered current academic year

REL 397 (F) Independent Study: Religion

Religion independent study.

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

Distributions: (D2)

Fall 2022
IND Section: 01  TBA  Jeffrey I. Israel

REL 398 (S) Independent Study: Religion

Religion independent study.

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

Distributions: (D2)

Spring 2023
IND Section: 01  TBA  Jeffrey I. Israel

REL 401 (F) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

Requirements/Evaluation:  class reports, papers, and substantial research projects

Prerequisites: senior Religion major or permission of instructor

Enrollment Limit:  15

Enrollment Preferences: senior Religion majors

Expected Class Size:  15

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

Distributions: (D2)

Fall 2022
SEM Section: 01  W 1:10 pm - 3:50 pm  Jeffrey I. Israel

REL 412 (F) Gandhi: History, Ideas and Legacy  (WS)

Cross-listings: REL 412  LEAD 412  ASIA 412  ASST 412  GBST 412  HIST 496  LEAD 322

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India’s freedom struggle as well as his influence on the work of leaders
like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

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

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

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

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

**REL 421 (S) Picturing God in the Middle Ages**

**Cross-listings:** REL 421 ARTH 421

**Secondary Cross-listing**

How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention to the function and experience of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of the Roman cult of the emperor and of images of the dead on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics, the Eucharist, and other aspects of Christian ritual; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of divinity of their choosing, in light of what we have considered together in the seminar.

**Class Format:** Class will meet online at first but may shift to in-person if circumstances allow

**Requirements/Evaluation:** class participation, oral presentation, one short paper (2-3 pages), final research paper (15-20 pages)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to Art majors and seniors.

**Expected Class Size:** 10

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

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 421 (D1) ARTH 421 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

REL 493 (F) Senior Thesis: Religion
Religion senior thesis; this is part of a full-year thesis (493-494).
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2022
HON Section: 01 TBA Jeffrey I. Israel

REL 494 (S) Senior Thesis: Religion
Religion senior thesis; this is part of a full-year thesis (493-494).
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2023
HON Section: 01 TBA Jeffrey I. Israel

REL 497 (F) Independent Study: Religion
Religion independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2022
IND Section: 01 TBA Jeffrey I. Israel

REL 498 (S) Independent Study: Religion
Religion independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2023
IND Section: 01 TBA Jeffrey I. Israel

Winter Study

REL 10 (W) Write a Novel
How many of you have always wanted to write a novel, but never managed to find the time? This course will give you the chance to do just that. Inspired by National Novel Writing Month, participants in this class will be challenged to complete a significant portion of a novel over the course of Winter Study. We will hold meetings four days a week for three-hour intervals to blitz write text for our respective creative projects. Over the course of these meetings, we will may spend some time informally discussing the craft of creative writing, but our primary focus will simply be putting words down on the page every day. Although no formal experience with creative writing is required, students should come into the class prepared to begin writing and with at least some vague idea of the work they wish to produce. Students interested in using the class to complete other equivalent length
writing projects (such as screenplays, memoirs, etc) will be considered on a case-by-case basis.

Requirements/Evaluation: Each students will be expected to produce at least 6,000 words of text per week. A total document of at least 20,000 words (roughly half of a short novel) will be required at the completion of the course.

Prerequisites: None

Enrollment Limit: 8

Enrollment Preferences: If oversubscribed, selection of students will be based on the submission of a short letter describing the proposed novel (or other project).

Expected Class Size: NA

Grading: pass/fail only

Attributes: SLFX Winter Study Self-Expression

REL 16 (W) Experiments in Mindfulness and Art Museums

Vietnamese Buddhist Zen master Thích Nhat Hanh said, "Always there is the opportunity to live our life fully. When we drink water, we can be aware that we are drinking water. When we walk, we can be aware that we are walking." It could be added: When we view art, we can be aware that we are viewing art. When we make art, we can be aware that we are being creative. How can we learn to become more alert and conscious to our surroundings and then apply these skills so we can enjoy a fuller, more vivid experience of life? Art holds a key to the answer, and that forms the basis of this experimental winter studies course. Using MASS MoCA's contemporary art exhibitions, explore how objects can act like gongs to bring us to the present, urging us to slow down and be aware of their embedded messages and their possible healing properties. In facilitated art explorations, we will apply contemplative tools modeled on centuries-old Buddhist and other cultures mindfulness techniques, including-but not limited to-guided visualizations, slow walking, mindful listening and chanting, and observations of breathing. Additional experiments will feature opportunities to tune into the creative spirit that we all possess in guided art-making activities to process the overarching course philosophy (based on John Dewey) that "art is experience." This course will take place at MASS MoCA twice weekly for 3 hours each session. Students will work with MASS MoCA's director of education and curator of Kidspace to experiment with "ArtInSight," MASS MoCA's three-pronged pedagogy that includes arts-based social justice conversations, mindfulness-based insight activities, and art-making exercises to deepen connections to the art on view and to one’s own creativity. Guest artists will be brought in to further explore mindfulness and the arts. While this is a great opportunity for art/art history and religion majors, students are not required to already have mindfulness or art-making practices

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to art and religion majors, juniors and seniors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Laura Thompson, EdD, is MASS MoCA's director of education and Kidspace gallery curator. Laura has worked in arts and museum education for more than three decades and is a certified Kripalu meditation teacher.

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression WELL Winter Study Wellness

REL 30 (W) Senior Project: Religion

An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

Class Format: senior project
Grading: pass/fail only

Winter 2023
IND Section: 01    TBA     Jeffrey I. Israel

**REL 31 (W) Senior Thesis: Religion**

Religion senior thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023
HON Section: 01    TBA     Jeffrey I. Israel

**REL 99 (W) Independent Study: Religion**

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

Winter 2023
IND Section: 01    TBA     Jeffrey I. Israel