The Writing-Intensive (WI) requirement is intended to improve student writing proficiency across disciplines. Students in these courses will receive guidance on style, argumentation, and other significant aspects of writing, as well as evaluation and criticism of their writing throughout the semester. This may be achieved through a variety of approaches: brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WI courses may also include multiple drafts, conferences, peer review, or class discussions designed to improve writing skills. A course with a single long assignment due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered writing-intensive. WI courses require a minimum of 20 pages of writing and have a maximum enrollment of 19—this allows the instructor to devote appropriate attention to writing over the course of the semester.

All students are required to take TWO WI courses: one by the end of sophomore year and one by the end of the junior year. Students will benefit most from WI courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

AFR 126 (S) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126
Secondary Crosslisting
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance era to the Black Lives Matter movement. We will develop a critical vocabulary for evaluating and engaging with a broad range of texts-essays, novels, drama, and poetry-by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Ta-Nehisi Coates, Jesmyn Ward, and Claudia Rankine.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, other short in-class writing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR. DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love

AFR 129 (F) Twentieth-Century Black Poets (WI)
Crosslistings: AFR129 / ENGL129
Secondary Crosslisting
From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

**Class Format:** seminar

**Requirements/Evaluation:** several short papers, a 15-page final paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirements if registration is under AFR

**Attributes:** AMST Arts in Context Electives;

Fall 2018

**SEM Section:** 01    TF 1:10 pm - 2:25 pm     David L. Smith

**AFR 164 (S) Slavery in the United States** (WI)

Crosslistings: AFR164 / AMST165 / HIST164

**Secondary Crosslisting**

Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the "peculiar institution" to its demise with the Civil War.

**Class Format:** seminar

**Requirements/Evaluation:** building on several preliminary essays, each student will complete a research project which leads to a final research paper

**Extra Info:** in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

**Prerequisites:** First-Years and Sophomores

**Enrollment Limit:** 19

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

**Expected Class Size:** 15-19

**Distributions:** (D2) (WI)

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

Spring 2019

**SEM Section:** 01    W 1:10 pm - 3:50 pm     Charles B. Dew

**AFR 167 (F) Let Freedom Ring? African Americans and Emancipation** (WI)

Crosslistings: AFR167 / HIST167 / AMST167

**Secondary Crosslisting**

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the
Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, short writing assignments, class participation

**Prerequisites:** First-Years and Sophomores

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

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**AFR 208 (F) Time and Blackness (WI)**

Crosslistings: AFR208 / REL262 / AMST208

**Primary Crosslisting**

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is 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 African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

**Class Format:** tutorial

**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

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

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

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**AFR 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (WI)**

Crosslistings: AFR213 / WGSS213
Primary Crosslisting

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does ‘gender’ play in Butler’s fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler’s visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts ‘race,’ ‘gender’, ‘alien’ and ‘body’ are interrogated in her writings.

Class Format: tutorial

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1 TBA Rhon S. Manigault-Bryant

AFR 322 (F) Race, Culture, Incarceration (WI)

Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313

Secondary Crosslisting

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

Fall 2018

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

AFR 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

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

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

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

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

Fall 2018
TUT Section: T1    TBA    Joy A. James

Spring 2019
TUT Section: T1    TBA    Joy A. James

AFR 348 (S) The Black Radical Tradition  (WI)
Crosslistings: LEAD348 / PSCI348 / AFR348

Primary Crosslisting

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery’s advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter’s liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition’s architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives;

Spring 2019
TUT Section: T1    TBA    Neil Roberts

AFR 360 (F) The Political Thought of Frantz Fanon  (WI)
Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360
Primary Crosslisting

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Distributions: (D2) (WI)

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

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

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

Crosslistings: AFR369 / ARTH308

Secondary Crosslisting

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

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE:
Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019

TUT Section: T1 TBA Michelle M. Apotsos
AMST 101 (F) America: the Nation and Its Discontents  (DPE) (WI)
America has always named something more than a geographical place; being “American” has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Class Format: seminar

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: NOTE: Prof. Nelson’s section Spring 2019 only is NOT Writing Intensive. DPE: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

Attributes: EXPE Experiential Education Courses;

Fall 2018
SEM Section: 01  TF 1:10 pm - 2:25 pm  Cassandra J. Cleghorn

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Andrew R. Cornell

AMST 105 (F) American Girlhoods  (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

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

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women’s, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It
examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts’ desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01  TF 2:35 pm - 3:50 pm  Kathryn R. Kent

AMST 106 (S)  Coming of Age in the City: Growing up and Growing Older in Communities of Color  (DPE) (WI)
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration
Expected Class Size: 10
Distributions:  (D2) (DPE) (WI)
Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;  AMST Space and Place Electives;  LATS Core Electives;  

Spring 2019
TUT Section: T1  Cancelled

AMST 113 (F)  The Feminist Poetry Movement  (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113
Secondary Crosslisting

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

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course examines difference, power, and equity during Feminism’s Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women’s Liberation Movement.
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

AMST 126 (S) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126
Secondary Crosslisting
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance era to the Black Lives Matter movement. We will develop a critical vocabulary for evaluating and engaging with a broad range of texts-essays, novels, drama, and poetry-by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Ta-Nehisi Coates, Jesmyn Ward, and Claudia Rankine.
Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, other short in-class writing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love
AMST 165 (S) Slavery in the United States (WI)
Crosslistings: AFR164 / AMST165 / HIST164
Secondary Crosslisting

Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the “peculiar institution” to its demise with the Civil War.

Class Format: seminar
Requirements/Evaluation: building on several preliminary essays, each student will complete a research project which leads to a final research paper
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library’s extensive holdings of microfilm and local records dealing with slavery
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

AMST 167 (F) Let Freedom Ring? African Americans and Emancipation (WI)
Crosslistings: AFR167 / HIST167 / AMST167
Secondary Crosslisting

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar
Requirements/Evaluation: research paper, short writing assignments, class participation
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Gretchen Long

AMST 208 (F) Time and Blackness (WI)
Crosslistings: AFR208 / REL262 / AMST208

Secondary Crosslisting

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is 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 African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018

TUT Section: T1 TBA James A. Manigault-Bryant

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (WI)
Crosslistings: WGSS218 / AMST218 / ENGL218

Secondary Crosslisting

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include slave narratives such as those by Mary Prince and Frederick Douglass and neo-slave narratives such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, and Jordan Peele's Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

Extra Info: may not be taken on a pass/fail basis

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

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

Attributes: ENGL 200-level Gateway Courses;

Spring 2019
AMST 242 (S) Americans Abroad  (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

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

Class Format: seminar
Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of instructor
Enrollment Limit: 18
Expected Class Size: 18
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home
Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019
SEM Section: 01 MW 11:00 am - 12:15 pm  Soledad Fox

AMST 322 (F) Race, Culture, Incarceration  (WI)
Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313

Secondary Crosslisting
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar
Requirements/Evaluation: brief analytical papers and group presentations.
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2) (WI)
AMST 324 (S) Indigenous Women's History  (DPE) (WI)
Primary Crosslisting
What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar
Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors
Expected Class Size: 10
Distributions:  (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students’ development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;  HIST Group F Electives - U.S. + Canada;  HIST Group G Electives - Global History;

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Tyler J. Rogers

AMST 339 (S) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality  (WI)
Secondary Crosslisting
In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar
Requirements/Evaluation: class participation, one semester-long original research project conducted in stages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Spring 2019

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

AMST 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation  (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

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

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

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

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

Fall 2018

TUT Section: T1    TBA    Joy A. James

Spring 2019

TUT Section: T1    TBA    Joy A. James

AMST 346 (F) Latinas/os and the Media: From Production to Consumption  (WI)

Crosslistings: LATS346 / AMST346

Secondary Crosslisting
This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018

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

AMST 405 (S) Critical Indigenous Theory  (DPE) (WI)

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

Class Format: seminar

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism. WI: Students will be required to take the theories we read in class and use them as analytics in a 20-page research paper on a topic of their choosing. Over the course of the semester, we will model how to do this in class work, research question development, outlining, and workshopping.

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

Spring 2019

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

AMST 408 (F) Envisioning Urban Life: Objects, Subjects, and Everyday People  (WI)

Crosslistings: LATS408 / AMST408

Secondary Crosslisting

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social
mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project

**Prerequisites:** prior courses in AMST, LATS, or permission of instructor; not open to first year students

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Latina/o Studies concentrators and senior American Studies majors

**Expected Class Size:** 14

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS 400-level Seminars;

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**Fall 2018**

**SEM Section:** 01  W 1:10 pm - 3:50 pm  Mérida  Rúa

**AMST 490 (S) The Suburbs  (WI)**

Crosslistings: HIST491 / ENVI491 / AMST490

**Secondary Crosslisting**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** tutorial

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

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**Spring 2019**

**TUT Section:** T1  TBA  Karen R. Merrill

**ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion  (WI)**

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

**Secondary Crosslisting**
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 an 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: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI; 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. The final project will be a self-designed experiment in reclusion.

Spring 2019

TUT Section: T1  TBA  Christopher M. B. Nugent

ANTH 222 (F) Heroes, Saints and Celebrity  (WI)

Crosslistings: ANTH222 / REL273

Primary Crosslisting

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as ‘extraordinary’. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Class Format: seminar

Requirements/Evaluation: class participation, two short response papers, research paper, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

Distributions: (D2) (WI)

Fall 2018

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

ANTH 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256
Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha’s inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Therī) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and ‘she devils’ alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha’s life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women’s, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: This course is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

ANTH 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Primary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10


Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

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

Spring 2019
TUT Section: T1 TBA Kim Gutschow

ANTH 328 (F) Emotions and the Self (WI)

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borders between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things--neuro-physiological states--or ideas--sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Class Format: tutorial

Requirements/Evaluation: typical for that of a tutorial

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to first-year students with instructor’s consent

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018
TUT Section: T1 TBA Peter Just

ANTH 334 (S) Imagining Joseph (WI)

Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Primary Crosslisting

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.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;

Spring 2019

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

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)

Crosslistings: ANTH371 / WGSS371

Primary Crosslisting

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to ‘improve’ health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: PHLH Methods in Public Health; SCST Related Courses;
ARAB 209 (S) Saharan Imaginations  (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Primary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

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

Spring 2019

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures  (DPE) (WI)
Crosslistings: ARAB249 / COMP249

Primary Crosslisting

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15  
Distributions: (D1) (DPE) (WI)  

Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018  
SEM Section: 01    TR 9:55 am - 11:10 am     Brahim El Guabli

ARAB 257 (F) Iran, Islam, and the Last Great Revolution  (WI)  
Crosslistings: ARAB257 / PSCI257

Secondary Crosslisting  
The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Class Format: seminar  
Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none

Enrollment Limit: 15  
Enrollment Preferences: Political Science majors  
Expected Class Size: 15  
Distributions: (D1) (WI)  
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB

Fall 2018  
SEM Section: 01    M 7:00 pm - 9:40 pm     Shervin Malekzadeh

ARAB 308 (S) The Nile  (DPE) (WI)  
Crosslistings: ARAB308 / HIST308

Secondary Crosslisting  
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for
human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Class Format: seminar

Requirements/Evaluation: short papers and final project/paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:

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

Spring 2019

SEM Section: 01   TF 1:10 pm - 2:25 pm   Magnus T. Bernhardsson

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

Crosslistings: COMP332 / ARAB331

Primary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB. DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;
ARAB 346 (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE) (WI)
Crosslistings: COMP346 / ARAB346

Secondary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites:  none

Enrollment Limit:  19

Expected Class Size:  19

Distributions:  (D1) (DPE) (WI)

Distribution Notes:  meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE:
This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism

Spring 2019

ARAB 480 (F)  Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

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

Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites:  none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10

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

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE. This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1   TBA   Magnus T. Bernhardsson

ARTH 228 (S) Velázquez, Goya, and Picasso (WI)

Crosslistings: RLSP228 / ARTH228

Secondary Crosslisting

This course will provide an introduction to three major Spanish painters—Velázquez, Goya, and Picasso—who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists’ relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya’s dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez’s “Las Meninas” and other royal portraits, Goya’s “Maja Desnuda” and his series “The Disasters of War,” Picasso’s “Guernica,” and his own 20th century reinterpretation of “Las Meninas,” we will focus on the artists’ shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters’ lives and work shaped by key historical events such as the Inquisition, Napoleon’s invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Class Format: tutorial

Requirements/Evaluation: 3- to 5-page weekly assignment

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student’s response

Spring 2019
TUT Section: T1   TBA   Soledad Fox
ARTH 308 (S)  African Art and the Western Museum  (DPE) (WI)

Crosslistings: AFR369 / ARTH308

Primary Crosslisting

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

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE:

Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 361 (F)  Writing about Bodies  (WI)

Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Primary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing
Enrollment Limit: 10
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS
Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018
TUT Section: T1    TBA     Carol Ockman

ARTH 376 (S)  Zen Buddhist Visual Culture: The Path to Nirvana  (WI)
Crosslistings: ARTH376 / REL252 / ASST376
Primary Crosslisting
This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.
Class Format: lecture/class discussion
Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper
Enrollment Limit: 10
Enrollment Preferences: sophomores, juniors and seniors
Expected Class Size: 8
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL
Attributes: ARTH pre-1600 Courses;

Spring 2019
LEC Section: 01    W 1:10 pm - 3:50 pm     Ju-Yu Scarlett Jang

ARTH 420 (S)  Architecture and Sustainability in a Global World  (WI)
Crosslistings: ARTH420 / ENV420 / EXPR420 / GBST420
Primary Crosslisting
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as “minimizing the negative impact of built form on the surrounding landscape,” and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.
Class Format: seminar; with travel component
Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final
This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 15

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

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;
**ARTH 468 (S) Practicum in Curating: Visual Art for a Garden** (WI)

Crosslistings: WGSS468 / ARTH468

**Primary Crosslisting**

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (here specifically an exhibition at the Marie Selby Botanical Gardens in Sarasota in winter/spring 2019) including 1) research on the artist (TBD) and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks, including gender, sexuality, class, and race; 2) writing requests e.g., loans, rights; and 3) preparations for the press release, wall texts, wall labels, audio guide, and programming for the exhibition. Students may have the opportunity to participate in a WSP in situ the following year on the final stages of production.

**Class Format:** seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

**Requirements/Evaluation:** two to three short research papers (ca. 5 pp. each), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews),

**Extra Info:** final synthetic research project about the artist and the use and significance of flowers and nature in their work

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one 100-level course in ARTH

**Enrollment Limit:** 10

**Enrollment Preferences:** junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

**Expected Class Size:** 10

**Materials/Lab Fee:** field trip expenses that may not be funded by the department (not to exceed $100)

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS

**Attributes:** ARTH post-1600 Courses; Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Carol Ockman

**ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis** (WI)

Crosslistings: HIST117 / GBST117 / ASST117

**Secondary Crosslisting**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

**Class Format:** seminar

**Requirements/Evaluation:** assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Limit:** 19
**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

**Expected Class Size:** 15-19

**Distributions:** (D2) (WI)

**Attributes:** GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm    Aparna Kapadia

**ASST 121 (F) The Two Koreas (WI)**

Crosslistings: HIST121 / ASST121

**Secondary Crosslisting**

The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

**Class Format:** tutorial

**Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** GBST East Asian Studies Electives; HIST Group B Electives - Asia;

Fall 2018
TUT Section: T1    TBA    Eiko Maruko Siniawer

**ASST 207 (F) An Exploration of Japanese Language and Culture (WI)**

Crosslistings: ASST207 / JAPN407

**Secondary Crosslisting**

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.
ASST 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269
Secondary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’, in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10


Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

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

Spring 2019
TUT Section: T1    TBA    Kim Gutschow

ASST 376 (S) Zen Buddhist Visual Culture: The Path to Nirvana (WI)
Crosslistings: ARTH376 / REL252 / ASST376
Secondary Crosslisting
This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisatava Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion

Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper
Enrollment Limit: 10
Enrollment Preferences: sophomores, juniors and seniors
Expected Class Size: 8
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL
Attributes: ARTH pre-1600 Courses;

**Spring 2019**
LEC Section: 01  W 1:10 pm - 3:50 pm  Ju-Yu Scarlett Jang

**ASST 413 (S) History of Taiwan (WI)**
Crosslistings: ASST413 / HIST481

**Secondary Crosslisting**
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers and critiques

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10
**Enrollment Preferences:** History or Asian Studies majors

**Expected Class Size:** 10
**Distributions:** (D2) (WI)
**Attributes:** HIST Group B Electives - Asia;

**Spring 2019**
TUT Section: T1  TBA  Anne Reinhardt

**ASTR 240 (F) Great Astronomers and Their Original Publications (WI)**
Crosslistings: ASTR240 / LEAD240 / HSCI240

**Primary Crosslisting**
We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books.
and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Class Format: seminar
Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper
Enrollment Limit: 12
Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course
Distributions: (D3) (WI)
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Attributes: LEAD Facets or Domains of Leadership; SCST Related Courses;

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Jay M. Pasachoff

BIMO 401 (S) Topics in Biochemistry and Molecular Biology  (WI)
This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.
Class Format: seminar, three hours per week
Requirements/Evaluation: evaluation will be based on class presentations and discussions, frequent short papers, and a final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202 and BIMO 321
Enrollment Limit: 12
Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor
Expected Class Size: 10
Distributions: (D3) (WI)
Attributes: BIMO Required Courses;

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Robert M. Savage

BIOL 219 (S) Dangerous Exposures: Environment, Immunity, and Infectious Disease  (WI)
Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.
Class Format: tutorial
Requirements/Evaluation: six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent
Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioral mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: seminar

Requirements/Evaluation: class participation and several short papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 203 or MAST 311 or BIOL 305 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not yet taken a 400-level course

Expected Class Size: 12

Department Notes: Satisfies the distribution requirement for the Biology major

Distributions: (D3) (WI)

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Sonya K. Auer
SEM Section: 02 TR 11:20 am - 12:35 pm Sonya K. Auer

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on problem sets, midterm exams, laboratory work, a final project, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 256 or permission of instructor

Enrollment Limit: 12
Expected Class Size: 12
Distributions: (D3) (WI)
Attributes: BIMO Interdepartmental Electives;

Spring 2019
LEC Section: 01  TR 9:55 am - 11:10 am  David P. Richardson
LAB Section: 02  W 1:00 pm - 5:00 pm

CHIN 134 (S)  Leaving the World Behind: The Literature of Reclusion (WI)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Primary Crosslisting

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: tutorial
Requirements/Evaluation: tutorial papers, responses, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI; 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. The final project will be a self-designed experiment in reclusion.

Spring 2019
TUT Section: T1  TBA  Christopher M. B. Nugent

CLAS 241 (S)  Sex and Gender in Ancient Greece and Rome (WI)
Crosslistings: CLAS241 / COMP241 / WGSS241

Primary Crosslisting

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.
Class Format: tutorial
Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Spring 2019
TUT Section: T1 TBA Amanda R. Wilcox

CLAS 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece (WI)
Crosslistings: CLAS323 / HIST323 / LEAD323

Primary Crosslisting
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred
Enrollment Limit: 19
Expected Class Size: 12
Distributions: (D1) (WI)
Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership;

Fall 2018
LEC Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

COMP 111 (S) The Nature of Narrative (WI)
Crosslistings: COMP111 / ENGL120
Primary Crosslisting
This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Western and Asian classics (Homer, Sei Sho’nagon), 19th century French, German, and Russian fiction (Zola, Kleist, Lermontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Tezuka Osamu,
Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, several short response assignments, two 4- to 5-page papers, and one paper rewrite

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in a related field

Expected Class Size: 19

Distributions: (D1) (WI)

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Christopher A. Bolton

COMP 111 (F) Nature of Narrative (WI)

Crosslistings: ENGL120 / COMP111

Primary Crosslisting

This course examines the nature and workings of narrative through a wide range of texts from different traditions, genres, and periods. We will explore the ways in which stories are told, how they convey meaning, and how they are shaped by generic conventions. Readings may include the Odyssey, the Chinese Classic of Poetry (Shijing), the Tale of Genji, the lais of Marie de France, Flaubert, Feng Menglong, and others (all readings will be in English). We will also read a few short theoretical works.

Class Format: seminar

Requirements/Evaluation: consistent and engaged class participation, several short written assignments over the course of the semester, and a longer final paper, with the opportunity to revise the final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature

Expected Class Size: 19

Distributions: (D1) (WI)

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Sarah M. Allen

COMP 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements (DPE) (WI)

Crosslistings: COMP115 / ENGL115

Secondary Crosslisting

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.
This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion/seminar
Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Critical and Cultural Theory Electives;

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about
animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

**Class Format:** tutorial

**Requirements/Evaluation:** regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

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

**Distribution Notes:** DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

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**Fall 2018**

TUT Section: T1   TBA   Natalie E. Lozinski-Veach

**COMP 119 (S) Asian American Femininities** (DPE) (WI)

Crosslistings: COMP119 / WGSS119

**Secondary Crosslisting**

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or peer responses

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

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

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

**Attributes:** ASAM Related Courses; WGSS Racial Sexual + Cultural Diversity Courses

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**Spring 2019**

TUT Section: T1   TBA   Vivian L. Huang

**COMP 134 (S) Leaving the World Behind: The Literature of Reclusion** (WI)
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: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI. 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. The final project will be a self-designed experiment in reclusion.

Spring 2019

TUT Section: T1    TBA    Christopher M. B. Nugent

COMP 234 (S) Saharan Imaginations (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Sahara novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)
**Spring 2019**  
**SEM Section: 01**  
TR 9:55 am - 11:10 am  
Brahim El Guabli

**COMP 239 (F) What is a Novel? (WI)**

Crosslistings: COMP239 / ENGL240

Secondary Crosslisting

What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory--too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

**Class Format:** seminar

**Requirements/Evaluation:** 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Attributes:** ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

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**Fall 2018**

**SEM Section: 01**  
TF 1:10 pm - 2:25 pm  
Gage C. McWeeny

**COMP 240 (F) Introduction to Literary Theory (WI)**

Crosslistings: COMP240 / ENGL230

Secondary Crosslisting

This course introduces students to some of the most significant and compelling trends in modern criticism--such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism--in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello* be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

**Class Format:** seminar

**Requirements/Evaluation:** frequent short papers totaling 20 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Limit:** 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL 200-level Gateway Courses;

Fall 2018
SEM Section: 01    MWF 11:00 am - 12:15 pm     Christopher L. Pye

COMP 241 (S) Sex and Gender in Ancient Greece and Rome (WI)
Crosslistings: CLAS241 / COMP241 / WGSS241

Secondary Crosslisting

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Spring 2019
TUT Section: T1    TBA     Amanda R. Wilcox

COMP 242 (S) Americans Abroad (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

Primary Crosslisting

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

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

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

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

Spring 2019
SEM Section: 01  MW 11:00 am - 12:15 pm  Soledad Fox

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures  (DPE) (WI)
Crosslistings: ARAB249 / COMP249

Secondary Crosslisting

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students’ critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018
SEM Section: 01  TR 9:55 am - 11:10 am  Brahim El Guabli

COMP 268 (S) Novel Worlds  (WI)
Crosslistings: ENGL263 / COMP268

Secondary Crosslisting
Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail--each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world. We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

**Class Format:** seminar

**Requirements/Evaluation:** papers (approximately 20 pages), other forms of writing in-class and otherwise, 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

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Five writing assignments equals 20 pages

**Attributes:** ENGL 200-level Gateway Courses;

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Spring 2019

**SEM Section:** 01 MR 1:10 pm - 2:25 pm  Gage C. McWeeny

**COMP 331 (S) The Brothers Karamazov** (WI)

**Crosslistings:** COMP331 / ENGL371 / RUSS331

**Secondary Crosslisting**

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one 200-level literature class

**Enrollment Limit:** 10

**Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Attributes:** JLST Interdepartmental Electives;

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Spring 2019
COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE) (WI)

Crosslistings: COMP332 / ARAB331

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018

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

COMP 334 (S) Imagining Joseph (WI)

Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Secondary Crosslisting

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.
COMP 340 (S) Literature and Psychoanalysis (WI)

Crosslistings: COMP340 / ENGL363

Primary Crosslisting

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. All readings in English.

Class Format: lecture/discussion

Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation

Prerequisites: one previous course in either COMP or ENGL, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses;

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Gail M. Newman

COMP 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Primary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels.
between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

**Class Format:** seminar

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

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE: This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism

Spring 2019

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

**COMP 347 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present** (DPE) (WI)

**Crosslistings:** COMP347 / GERM331

**Secondary Crosslisting**

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timeless. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

**Class Format:** tutorial

**Requirements/Evaluation:** five 5-page papers, one revision, discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

**Enrollment Limit:** 10
Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018

TUT Section: T1  TBA  Gail M. Newman

COMP 358 (F) Writing in the Margins: Race, Performance, Plagiarism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332

Secondary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018

SEM Section: 01  R 1:10 pm - 3:50 pm  Shayok Misha Chowdhury

COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE) (WI)
Crosslistings: RLF414 / COMP414

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Extra Info: not available for the fifth course option
Prerequisites: 200 RLFR level courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay

Spring 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

ECON 212 (F) Markets And Morals (WI)

What are the moral foundations necessary to support a free market economy? Does capitalism need a moral base—and if so, does the operation of a market economy erode the moral and ethical foundations on which it rests? We read Adam Smith, Mill, Keynes, Galbraith and other neoclassical philosophers writing about the social fabric that holds an atomistic free market political economy together, with particular emphasis on Smith's "other book"--Theory of Moral Sentiments--as an argument for limits to self-interested behavior inherent in human nature. (What is the sound of one Invisible Hand clapping?) We test our own articulated moral and political values against the existing political economy of Western democracies with help from more contemporary authors like Amartya Sen, Kenneth Boulding and Robert Kuttner. We will examine in depth the market for carbon offsets as a case study for the evaluation of the ethical validity of market-based solutions to climate problems. Students will write final papers on how well selected aspects of free market economies (organization of production, distribution of resources, mechanisms of inheritance, taxation) measure up to their own stated sense of justice—and how we might reform or perfect markets to align better with our morals.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page opinion paper (15%), 5-page comparative paper (20%), final paper applying learning to a specific context (40%), class participation and discussion posts (25%)

Extra Info: not available for the fifth course option

Prerequisites: ECON 110

Enrollment Limit: 19

Enrollment Preferences: letters written to instructor

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: WI: Students will write a 3- to 5-page opinion/argumentation paper early in the semester with feedback on writing, clarity of expression, and logical argumentation. They will write a second 5-page paper comparing two works assigned to date and a final paper (12-14 pages) applying our shared learning to a particular aspect of market economies. For all of the papers, students are encouraged to submit iterative drafts incorporating instructor comments and critiques.

Fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm Don Carlson

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

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

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

Distributions: (D2) (DPE) (WI) (QFR)

Distribution Notes: DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.

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

Fall 2018

TUT Section: T1  TBA  Anand V. Swamy

ECON 299 (F)  Economic Liberalism and Its Critics  (WI)

Crosslistings: POEC250 / PSCI238 / ECON299

Secondary Crosslisting

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Department Notes: formerly POEC 301

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018

LEC Section: 01  MR 2:35 pm - 3:50 pm  Jon M. Bakija, James E. Mahon

ECON 390 (S)  Financial Crises: Causes and Cures  (WI)

Crosslistings: ECON536 / ECON390

Primary Crosslisting

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to
prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Class Format: tutorial

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 252 and 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: POEC Comparative POEC/Public Policy Courses;

Spring 2019
TUT Section: T1 TBA Gerard Caprio

ECON 463 (F) Financial History (WI)

What can we learn from financial history to understand the successes and failures of finance today, and how finance and politics interact? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early asset bubbles for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation.

Class Format: seminar

Requirements/Evaluation: evaluation will consist either of 6 short papers or 3 short papers and one longer research paper (student choice), at least two oral presentations, and contributions to class discussions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251, ECON 252, and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Distributions: (D2) (WI)

Fall 2018
SEM Section: 01 TF 2:35 pm - 3:50 pm Gerard Caprio

ECON 536 (S) Financial Crises: Causes and Cures (WI)

Crosslistings: ECON536 / ECON390

Secondary Crosslisting

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis
resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Class Format: tutorial
Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 252 and 255
Enrollment Limit: 10
Enrollment Preferences: Economics majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: POEC Comparative POEC/Public Policy Courses;

Spring 2019
TUT Section: T1    TBA     Gerard Caprio

ECON 537 (S) Developing Money and Capital Markets  (WI)
This tutorial will explore ways to create or enhance money and capital markets so that they can better perform their roles in channelling savings to their most productive uses and in serving as transmission mechanisms for monetary policy.

Class Format: tutorial
Requirements/Evaluation: each student will write five policy papers and the same number of critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: intended for CDE fellows; undergraduate enrollment requires permission of instructor
Enrollment Limit: 10
Enrollment Preferences: CDE Fellows
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses;

Spring 2019
TUT Section: T1    TBA     Eli Remolona

ENGL 105 (F) American Girlhoods  (DPE) (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105
Primary Crosslisting
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar
Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP 5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Enrollment: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts’ desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world.

WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

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

ENGL 111 (F) Poetry and Politics  (WI)

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury," in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics, becoming, perhaps, something more like advertising jingles for political dogma. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers of poetry, and better readers and writers of argumentative prose.

Class Format: discussion/seminar

Requirements/Evaluation: graded essays, final in-class team project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Enrollment: 19

Distributions: (D1) (WI)

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Alison A. Case

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

Crosslistings: ENGL113 / WGSS113 / AMST113

Primary Crosslisting

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

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism’s Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women’s Liberation Movement.

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

Fall 2018

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

ENGL 115 (F)  Rumble in the Jungle: Major Postcolonial Writers and Movements  (DPE) (WI)

Crosslistings: COMP115 / ENGL115

Primary Crosslisting

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar

Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not yet taken a 100-level course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's
course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

Attributes: ASAM Related Courses; ENGL Literary Histories C;

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Anjuli F. Raza Kolb

ENGL 117 (F) Introduction to Cultural Theory (WI)
Crosslistings: ENGL117 / COMP117

Primary Crosslisting

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study “culture,” what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word “culture” means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there’s no turning back.

Class Format: discussion/seminar
Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018
SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

ENGL 119 (S) Missed Encounters (DPE) (WI)

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing—as rich as literature itself. We will study the missed encounter—the encounter in which the element of presupposition and fantasy is vividly apparent—in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, Waiting for the Barbarians; Harriot, "Report of the New Found Land of Virginia"; Conrad, Heart of Darkness; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, The Pick Up; Herzog, "Aguirre"; Shakespeare, Merchant of Venice; Puccini, Madame Butterfly; Huang, M. Butterfly; Austen, Pride and Prejudice; Gyasi, Homegoing; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.

Class Format: seminar
Requirements/Evaluation: 20 pages of writing in the form of frequent short papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who have not taken or placed out of an English 100-level class

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course fulfills the spirit of the DPE requirement by engaging diverse cultural contexts in order to explore the ways in which political, racial, and sexual identities are staked on forcible assertions of difference which at once constitute power and erode it from within. Through discussion and critical writing, students will develop analytical tools and skills to interrogate these effects of social power. WI: Like all English 100-level courses, there is an intensive focus on writing skills through frequent short papers (20 pages total).

Spring 2019

SEM Section: 01    MWF 11:00 am - 12:15 pm    Christopher L. Pye

ENGL 120 (S)  The Nature of Narrative  (WI)

Crosslistings: COMP111 / ENGL120

Secondary Crosslisting

This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Western and Asian classics (Homer, Sei Shōnagon), 19th century French, German, and Russian fiction (Zola, Kleist, Lermontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Tezuka Osamu, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, several short response assignments, two 4- to 5-page papers, and one paper rewrite

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in a related field

Expected Class Size: 19

Distributions: (D1) (WI)

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Christopher A. Bolton

ENGL 120 (F)  Nature of Narrative  (WI)

Crosslistings: ENGL120 / COMP111

Secondary Crosslisting

This course examines the nature and workings of narrative through a wide range of texts from different traditions, genres, and periods. We will explore the ways in which stories are told, how they convey meaning, and how they are shaped by generic conventions. Readings may include the Odyssey, the Chinese Classic of Poetry (Shijing), the Tale of Genji, the lais of Marie de France, Flaubert, Feng Menglong, and others (all readings will be in English). We will also read a few short theoretical works.

Class Format: seminar

Requirements/Evaluation: consistent and engaged class participation, several short written assignments over the course of the semester, and a longer final paper, with the opportunity to revise the final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature
Expected Class Size: 19
Distributions: (D1) (WI)

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Sarah M. Allen

ENGL 123 (F) The Short Story     (WI)
The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, probably by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

Class Format: seminar; class meetings will be devoted almost entirely to discussion
Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: WI: There will be five papers in the course totaling about 20 pages

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     John K. Limon
Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     John K. Limon

ENGL 125 (F) Theater and Politics     (WI)
Crosslistings: ENGL125 / THEA125
Primary Crosslisting
This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature, contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today’s age of global spectatorship, writers, artists, and activists continue to ask: who are the real actors and spectators of today’s digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Plato, Euripides, Melville, Woolf, Rancière, and Claire Denis.

Class Format: seminar
Requirements/Evaluation: three papers and a portfolio of interpretive questions, totaling 20 pages of written work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
**ENGL 126 (S) Black Literature Matters** (DPE) (WI)

Crosslistings: AFR126 / AMST126 / ENGL126

**Primary Crosslisting**
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance era to the Black Lives Matter movement. We will develop a critical vocabulary for evaluating and engaging with a broad range of texts-essays, novels, drama, and poetry-by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Ta-Nehisi Coates, Jesmyn Ward, and Claudia Rankine.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages, active class participation, other short in-class writing

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

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**ENGL 129 (F) Twentieth-Century Black Poets** (WI)

Crosslistings: AFR129 / ENGL129

**Primary Crosslisting**
From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

**Class Format:** seminar

**Requirements/Evaluation:** several short papers, a 15-page final paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none
ENGL 130 (F) Dream Work (WI)

Like art, dreams both require and resist interpretation. In this class, we will consider a wide range of texts, including ancient oneirocritica, medieval dream visions, and psychoanalytic and anthropological case studies, before moving on to modern and contemporary attempts to capture the "underside of consciousness" that dream represents through examples drawn from fiction, drama, poetry and film. Along the way, we'll uncover competing understandings of dream, trace the function of dream as a literary device, and ask what different media uncover and conceal about the dream's form of thinking. This course is designed to immerse you in the strategies of textual interpretation while fostering an openness between creativity and analysis.

Class Format: seminar

Requirements/Evaluation: four 5-page papers, as well as informal writing assignments; thoughtful and engaged participation in discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirements if registration is under AFR

Attributes: AMST Arts in Context Electives; Fall 2018

SEM Section: 01 TF 1:10 pm - 2:25 pm David L. Smith

Fall 2018

ENGL 132 (F) Black Writing To, From, and About Prison (DPE) (WI)

Crosslistings: WGSS132 / ENGL132

Primary Crosslisting

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar

Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none
ENGL 133 (F) Shakespeare's Uncertain Ends  (WI)
We've come to expect that the heroes of Shakespeare's tragedies learn something. Othello, Lear, Hamlet, Macbeth, and all the others, are supposed to achieve some kind of clarifying self-knowledge as a reward for their terrible suffering. After all, the heroes’ flaws are revealed and their delusions are exposed so that they can eventually understand what has happened to them and why. They are meant to learn from their suffering. Or so we'd like to think. But the plays don't always cooperate with our desire for some compensating enlightenment. We don't always come away with a clear sense that Shakespeare's tragic heroes have arrived at a true self-recognition; in other words, they don't always fully grasp how their fate is implicated in their character. Nor are we granted an obvious, edifying moral to compensate for the misery we witness. What, then, do we discover at the end of a Shakespeare tragedy?

Class Format: seminar
Requirements/Evaluation: three essays (two 5-page essays and one 10-page essay), short writing assignments, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: WI: 100-level Writing-Intensive

ENGL 134 (F) What Is Comedy?  (WI)
There may be few things more foolish than trying to explain a joke, but this course aims at something dangerously similar: exploring some basic problems of literary analysis by thinking and writing about stories meant to make us laugh. “Comedy” is the name we usually give to such stories, but historically comedy has been defined in other ways as well: as leading to a happy ending, often to marriage or some other kind of social harmony; or as being concerned with everyday life, with characters we recognize as amusingly or disturbingly like ourselves. In this course we'll examine how and why these different features have gone together in texts from the Greeks to Groundhog Day. We'll also consider the ways in which comedy’s power might arise from the tensions between them. Comic laughter can show our potential for solidarity, reconciliation, and forgiveness, and also for indifference, aggression, and exclusion. We'll explore comedy's insights into both possibilities, and the fine line between them, in texts by Aristophanes, Shakespeare, Austen, and Wilde, and films from the Marx Brothers to the present.

Class Format: seminar
Requirements/Evaluation: 3 papers totaling 20-23 pp.; class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D1) (WI)
**Distribution Notes**: WI: This course will involve explicit instruction in written argument, including essay structure and clarity. Writing assignments will build in complexity over the semester, incorporating skills learned in previous units.

Fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm  Andrew Sisson

**ENGL 138 (F) What is a Self? Investigations in Literature, Philosophy, and Psychology**  (WI)

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals (like what Christians call the soul)? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and neuroscientists have argued in their own different idioms more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it. Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and science. Works we may study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, Romantic poetry, and classic philosophical writings on the self by Descartes, Locke, Hume, and Sartre, among others. We'll also study scientific findings about the relationship between the mind and the brain that have come from the fields of psychology and neuroscience, perhaps in conjunction with one of a wave of recently published "neuro-novels" (like Richard Powers' *The Echo Maker*) that portray the self in terms borrowed from the brain sciences. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

**Class Format**: seminar

**Requirements/Evaluation**: five analytical papers totaling 20 pages; active class participation; participation in other short writing assignments

**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: none

**Enrollment Limit**: 19

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

**Expected Class Size**: 19

**Distributions**: (D1) (WI)

**Attributes**: PHIL Related Courses;

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Fall 2018

SEM Section: 01  MR 2:35 pm - 3:50 pm  Bernard J. Rhie

**ENGL 150 (S) Expository Writing**  (WI)

This course is designed to improve your essay-writing skills. We will try to figure out how to write effective college essays in an assortment of disciplines, and get away from the one-size-fits-all template you remember from high school. We will learn how to write introductions that grab you, exposition that thrills you, climaxes that fill you with suspense, and conclusions that feel both surprising and inevitable. We will also read short stories in this class, both as source material for analysis and interpretation, and for story-telling techniques that we can steal. There will be weekly writing assignments, leading up to a twelve- to twenty-page final project.

**Class Format**: seminar

**Requirements/Evaluation**: 4 or 5 papers totaling at least 20 pp.; evaluation partly based on improvement and effort

**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: none

**Enrollment Limit**: 12

**Enrollment Preferences**: first-year students, especially students with demonstrated need for help with analytical writing

**Expected Class Size**: 19

**Distributions**: (D1) (WI)
ENGL 153 (S) Androids, Cyborgs, Selves (WI)
Crosslistings: ENGL153 / SCST153

Primary Crosslisting
In this expository writing course, we will analyze and argue about how near-human or partly human bodies and intelligences are imagined in fiction and film. When do these bodies, these intelligences, improve the worlds in which they appear, and when do they threaten them? How are they gendered, how are they raced, and why? And what do they want? As we will see, authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in radically different ways. This course focuses on articulating these differences and developing significant claims about them in clear, argumentative prose. We will spend half or more of our class time discussing and practicing writing skills. Texts may include *R.U.R.*, "The Bicentennial Man," *Blade Runner*, *Metropolis (Suite 1: The Chase)*, and *Her*.

Class Format: seminar

Requirements/Evaluation: writing (four 5-page essays in multiple drafts) and discussion/participation

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under SCST. WI: This writing-intensive course is geared towards improving students' analytical and argumentative prose in the context of studying literary and filmic fictions.

Spring 2019

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

ENGL 154 (F) Imagination and Authority (WI)
A course on the subject of who gets to write about what when it comes to fiction. Among the questions we'll be taking up: What are the outer boundaries of those imaginative acts that should be attempted? The central goal of this course is to teach you how to write a well-argued and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, this is also a literature class, designed as well to prepare you for upper level courses in the English Department.

Class Format: seminar

Requirements/Evaluation: 4-5 papers totaling at least 20 pp., revisions, student teaching, written and oral comments, final portfolio

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D1) (WI)

Fall 2018

SEM Section: 01 TR 8:30 am - 9:45 am Karen L. Shepard

SEM Section: 02 TR 9:55 am - 11:10 am Karen L. Shepard

ENGL 162 (S) Robots, Puppets, and Dolls (WI)
Is Pinocchio alive? How about Furby, or the Terminator? This course explores the persistent interest in human simulacra (robots, puppets, and dolls; but also automata, replicants, cyborgs) and what this suggests about our ideas of identity, independence, and free will. We'll look at a wide range of such simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for many real people?

**Class Format:** seminar

**Requirements/Evaluation:** ungraded exercises, five essays of increasing length and complexity (20 pages in total), a willingness to experiment with formats and arguments, active participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Students write five essays over the course of the term.

Spring 2019

SEM Section: 01  MWF 11:00 am - 12:15 pm  Shawn J. Rosenheim

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**ENGL 205 (S) The Art of Poetry: The History and Theory of Lyric**  
(WI)

"If I read a book and it makes my whole body so cold no fire can ever warm me I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only way I know it. Is there any other way?" This excerpt from a letter by Emily Dickinson indicates both the particular pleasures of reading poetry, and also the persistent difficulty of defining poetry as a genre. In this course, we will train our focus on lyric poetry in particular, tracing its long history as well as trends in the theory of lyric. We'll begin by uncovering the roots of lyric in both the Greek tradition and in Anglo-Saxon riddles and spells, and will then consider several key moments in the development of lyric poetry in English, from the Renaissance to the present. We'll read closely the work of such poets as Wyatt, Donne, Blake, Keats, Hopkins, Dickinson, Yeats, Stevens, Hughes, Bishop, Ashbery, and Plath before turning to the contemporary scene. Along the way, we'll examine the trends in criticism responsible for the conflation of lyric and poetry in our time, and will get a strong sense of the current state of lyric theory.

**Class Format:** seminar

**Requirements/Evaluation:** frequent short writing assignments totaling 20 pages, in-class presentation, thoughtful participation in discussions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Writing-intensive courses require a minimum of 20 pages of writing.

**Attributes:** ENGL 200-level Gateway Courses;

Spring 2019

SEM Section: 01  TR 11:20 am - 12:35 pm  Jessica M. Fisher

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**ENGL 206 (S) We Aren't The World: "Global" Literature in the 20th Century**  
(DPE)  
(WI)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome
of this vast empire was the creation of a rich and diverse literary tradition in the English language—now called Anglophone literature—from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Class Format: seminar
Requirements/Evaluation: three short papers, term research essay, presentation, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: Conceived as an introduction to Global Literature in English, this course will expose students to comparative histories of anticolonialism and decolonization, a variety of postcolonial English idioms, as well as literary traditions from, non-Western traditions. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.
Attributes: ASAM Related Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb

ENGL 218 (S) Gender and Sexuality in the Neo-slave Narrative (WI)
Crosslistings: WGSS218 / AMST218 / ENGL218
Primary Crosslisting

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include slave narratives such as those by Mary Prince and Frederick Douglass and neo-slave narratives such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, and Jordan Peele's Get Out.

Class Format: seminar
Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: ENGL 200-level Gateway Courses;

Spring 2019
SEM Section: 01    MWF 9:00 am - 9:50 am     Ianna Hawkins Owen
ENGL 226 (S) The Irish Literary Revival  (WI)
This course will focus on the Irish Literary Revival of c.1885-1920, during which Irish literature in the English language became firmly established as a canon clearly separate from the English tradition, and writers such as W.B. Yeats and James Joyce achieved international renown. Readings will include drama, poetry, fiction and non-fiction prose by Yeats, J.M. Synge, Joyce, George Moore, George Bernard Shaw, Lady Gregory, Douglas Hyde, Sean O'Casey and others. We will foreground key fault-lines of the period: competing visions of what constituted "authentic" Irish identity; debate over the propriety of writing in English, drawing on British literary traditions, or seeking a non-Irish audience; the work of "self-exiles" such as Shaw and Joyce, versus that of writers who stayed in Ireland; and the long-entrenched political tensions between Catholics and Protestants, and Unionists and Nationalists. Throughout, we will consider the functions and efficacy of literature in promoting cultural or political change. The course will conclude by considering the extraordinary vitality of post-independence and contemporary Irish literary culture, with readings of work by Seamus Heaney, Colm Toibin, Anne Enright and Martin McDonagh, and discussion of recent Irish film. Key considerations here will be the ways traditional notions of Irish Nationalism and national identity have been revised or abandoned under the impact of independence, economic prosperity and globalization, contemporary sexual politics and other forms of change.

Class Format: seminar

Requirements/Evaluation: four 4+ page papers, and several shorter writings assignments; class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: Writing requirement will total 20 or more pages.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories B; ENGL Literary Histories C;

Spring 2019

SEM Section: 01  TF 2:35 pm - 3:50 pm  James L. Pethica

ENGL 227 (F) Elegies  (WI)
This tutorial--intended primarily for sophomores--explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900--including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists--Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

Class Format: tutorial; weekly meetings with instructor, 60-75 minutes

Requirements/Evaluation: active participation in tutorial meetings, students will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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: sophomores; not open to first-year students

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: English tutorials are writing-intensive

Attributes: ENGL Literary Histories B;
ENGL 229 (S) Contemporary American Fiction (WI)
In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's Giovanni's Room American in the same way as Alice Munro's Dear Life? And is Michelle Tea's Black Wave fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Class Format: seminar
Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions
Extra Info: not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01 TF 1:10 pm - 2:25 pm Ezra D. Feldman

ENGL 230 (F) Introduction to Literary Theory (WI)
Crosslistings: COMP240 / ENGL230
Primary Crosslisting
This course introduces students to some of the most significant and compelling trends in modern criticism--such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism--in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can Othello be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: seminar
Requirements/Evaluation: frequent short papers totaling 20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL 200-level Gateway Courses;

Fall 2018
SEM Section: 01 MWF 11:00 am - 12:15 pm Christopher L. Pye
ENGL 231 (F) Literature of the Sea (WI)
Crosslistings: MAST231 / ENGL231

Secondary Crosslisting
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece Moby-Dick aboard Mystic Seaport's historic whaleship, the Charles W. Morgan, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea
Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper
Extra Info: offered only at Mystic Seaport
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D1) (WI)
Attributes: AMST Arts in Context Electives; ENVI Humanities, Arts + Social Science Electives;

Fall 2018
LEC Section: 01 TBA Mary K. Bercaw Edwards
Spring 2019
LEC Section: 01 TBA Mary K. Bercaw Edwards

ENGL 240 (F) What is a Novel? (WI)
Crosslistings: COMP239 / ENGL240

Primary Crosslisting
What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory--too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

Class Format: seminar
Requirements/Evaluation: 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Fall 2018
SEM Section: 01 TF 1:10 pm - 2:25 pm Gage C. McWeeny
ENGL 246 (S) The Love of Literature  (DPE) (WI)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Class Format: seminar

Requirements/Evaluation: three papers of 4, 6, and 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 19

Enrollment Preferences: those interested in majoring in English

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Walter Johnston

ENGL 249 (F) Staging Race and Gender  (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Primary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;
ENGL 250 (S)  Americans Abroad  (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

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

Class Format: seminar

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

Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites:  any literature course at Williams or permission of instructor

Enrollment Limit:  18

Expected Class Size:  18

Distributions:  (D1) (DPE) (WI)

Distribution Notes:  meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

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

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

Spring 2019

SEM Section: 01  MW 11:00 am - 12:15 pm  Soledad Fox

ENGL 252 (F)  Ficciones: A Writing Workshop  (DPE) (WI)
Crosslistings: ENGL252 / LATS222

Secondary Crosslisting
This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation:  attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info:  not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators
Expected Class Size: 12
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE:
Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions
Attributes: LATS Core Electives;

Fall 2018
STU Section: 01    TR 8:30 am - 9:45 am     Nelly A. Rosario

Spring 2019
STU Section: 01    M 7:00 pm - 9:40 pm     Nelly A. Rosario

ENGL 254 (S)  'As If Her Mouth Were a Weapon': Jamaica Kincaid  (DPE) (WI)
Crosslistings: ENGL254 / WGSS274
Primary Crosslisting
This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.
Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester
Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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: none
Expected Class Size: 10
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:
Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing
Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019
TUT Section: T1    TBA     Ianna Hawkins Owen

ENGL 258 (S)  Poetry and the City  (WI)
In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies
on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Betsui and Rankine. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera, Rear Window,* and *Breathless.*

Class Format: seminar
Requirements/Evaluation: four 4- to 5-page critical essays
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Arts in Context Electives; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Anita R. Sokolsky

**ENGL 262 (F) European Cinema and Film Theory (WI)**
This seminar explores the foundations of contemporary European cinema by studying a range of films from 1920-1985, and offers a grounding in film theory and aesthetics by pairing such films with theoretical essays by philosophers and aestheticians from the silent era through the 1970s. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism and Soviet montage in silent films of the 1920s, through French realism of the prewar and Italian neorealism of the early postwar era, to the insurrectionary films of the French New Wave and the stylistic innovations of the German New Wave and of Swedish cinema in the 1960s and 1970s. We will study films by such directors as Wiene, Murnau, Lang, Eisenstein, Vertov, Dreyer, Renoir, Riefenstahl, Rossellini, Fellini, Truffaut, Godard, Varda, Herzog, Bergman, Tarkovsky, and Almodóvar.

Class Format: seminar
Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: WI: Frequent short papers, paper conferences, some discussion of writing in class.
Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Fall 2018
SEM Section: 01  MWF 11:00 am - 12:15 pm  Stephen J. Tifft

**ENGL 263 (S) Novel Worlds (WI)**
Crosslistings: ENGL263 / COMP268
Primary Crosslisting
Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail--each novel its own trip
down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world. We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

**Class Format:** seminar

**Requirements/Evaluation:** papers (approximately 20 pages), other forms of writing in-class and otherwise, 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

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Five writing assignments equals 20 pages

**Attributes:** ENGL 200-level Gateway Courses;

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**ENGL 332 (F) Writing in the Margins: Race, Performance, Playgiarism (DPE) (WI)**

Crosslistings: COMP358 / ENGL332 / THEA332

**Secondary Crosslisting**

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

**Class Format:** seminar/studio, three hours per week

**Requirements/Evaluation:** a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** If the class is overenrolled, students will submit a letter of interest in the class

**Expected Class Size:** 14

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

**Distribution Notes:** DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.
ENGL 343 (S) Whitman and Dickinson in Context  (WI)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings—in Whitman's case, his essays, in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Class Format: tutorial

Requirements/Evaluation: five 5- to 7-page papers, final paper, oral presentation and critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; ENGL 1700-1900 Courses;

Spring 2019
TUT Section: T1    TBA    Kathryn R. Kent

ENGL 363 (S) Literature and Psychoanalysis  (WI)

Crosslistings: COMP340 / ENGL363

Secondary Crosslisting

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. All readings in English.

Class Format: lecture/discussion

Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation

Prerequisites: one previous course in either COMP or ENGL, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses;

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm    Gail M. Newman

ENGL 371 (S) The Brothers Karamazov  (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Secondary Crosslisting

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one 200-level literature class

**Enrollment Limit:** 10

**Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Attributes:** JLST Interdepartmental Electives;

Spring 2019

TUT Section: T1    TBA    Julie A. Cassiday

**ENVI 208 (S) Saharan Imaginations** (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

**Class Format:** seminar

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 15

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

**Distribution Notes:** DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.
ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WI)

Crosslistings: GEOS221 / ENVI222

Secondary Crosslisting

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial

Requirements/Evaluation: weekly papers and a final oral presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students

Expected Class Size: 10

Distributions: (D3) (WI)

Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.

Fall 2018

ENVI 235 (S) Survival and Resistance: Environmental Political Theory  (WI)

Crosslistings: ENVI235 / PSCI235

Secondary Crosslisting

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: seminar

Requirements/Evaluation: formal and informal writing assignments and class participation
ENVI 240 (F) Conservation and Climate Change (WI)
What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Class Format: tutorial
Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: Tutorial format
Attributes: ENVI Humanities, Arts + Social Science Electives; ENVI Natural World Electives; SCST Related Courses;

ENVI 244 (S) Environmental Ethics (WI)
Crosslistings: PHIL244 / ENVI244
Primary Crosslisting
What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial
Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or one course in PHIL
Enrollment Limit: 10
Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Department Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

Spring 2019

TUT Section: T1    TBA    Julie A. Pedroni

ENVI 248 (S) "Our Response Will Define Our Future": Climate Change Policy Analysis (WI)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Class Format: tutorial

Requirements/Evaluation: students alternate in preparing 5-7 page papers and 2 page responses (5 papers and 5 responses in total), final paper building on one of the 5-7 page papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: 1. first-year students 2. second-year students 3. Environmental studies concentrators and majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: ENVI Environmental Policy;

Spring 2019

TUT Section: T1    TBA    Pia M. Kohler

ENVI 303 (S) Cultures of Climate Change (WI)

Crosslistings: ENVI303 / SOC303

Primary Crosslisting

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Distributions: (D2) (WI)
ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WI)

Crosslistings: ENVI412 / MAST402

Primary Crosslisting

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements Each student in this course will complete a semester-long research project resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum; SCST Elective Courses;

ENVI 420 (S) Architecture and Sustainability in a Global World (WI)

Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, although a course in art/architectural history would be advantageous

Enrollment Limit: 8

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 8

Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019

SEM Section: 01 M 1:10 pm - 3:50 pm Michelle M. Apotsos

ENVI 491 (S) The Suburbs (WI)

Crosslistings: HIST491 / ENVI491 / AMST490

Secondary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019

TUT Section: T1 TBA Karen R. Merrill

EXPR 420 (S) Architecture and Sustainability in a Global World (WI)

Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms,
gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, although a course in art/architectural history would be advantageous

Enrollment Limit: 8

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 8

Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019

SEM Section: 01 M 1:10 pm - 3:50 pm Michelle M. Apotsos

GBST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WI)

Crosslistings: HIST117 / GBST117 / ASST117

Secondary Crosslisting

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Spring 2019
GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248
Secondary Crosslisting
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.
Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018
TUT Section: T1 TBA Olga Shevchenko

GBST 326 (S) Security in Africa (WI)
Crosslistings: PSCI326 / GBST326
Secondary Crosslisting
Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the U.S. and UN to perceived security challenges in Africa.
Class Format: seminar
Requirements/Evaluation: presentations, short response papers (2-3 pages), research paper sections throughout the semester (2-5 pages), research paper (15-20 pages), class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSCI 202 or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: juniors and seniors
Expected Class Size: 14
GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)

Crosslistings: GBST351 / PSCI351

Secondary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

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

Spring 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm James E. Mahon

GBST 352 (F) Politics in Mexico (DPE) (WI)

Crosslistings: GBST352 / PSCI352

Secondary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

GBST 420 (S) Architecture and Sustainability in a Global World (WI)
Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component
Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, although a course in art/architectural history would be advantageous
Enrollment Limit: 8
Enrollment Preferences: Art History majors, Environmental Studies majors
Expected Class Size: 8
Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019
SEM Section: 01    M 1:10 pm - 3:50 pm     Michelle M. Apotsos

GBST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnus T. Bernhardsson

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WI)

Crosslistings: GEOS221 / ENVI222

Primary Crosslisting

Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial
Requirements/Evaluation: weekly papers and a final oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students
Expected Class Size: 10
Distributions: (D3) (WI)
Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.

Fall 2018
GERM 118 (F) Animal Subjects  (DPE) (WI)
Crosslistings: GERM118 / COMP118

Secondary Crosslisting

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format:
tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018

GERM 316 (S) "Wer ist wir?: Recent Debates over Multiculture in Germany  (WI)

German chancellor Angela Merkel controversially claimed in 2010: "Multikulti ist gescheitert." (Multiculturalism has failed in Germany). We will investigate different perspectives on Germany’s integration of minorities. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the "economic miracle." How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves? We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheiss, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidids, Rita Süssmuth and others.

Class Format:
seminar

Requirements/Evaluation: four 5-page papers in German
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 202 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: German majors, but open to all with appropriate language skills
Expected Class Size: 8
Distributions: (D1) (WI)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives;
GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Primary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We’ll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon tirelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother’s and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria’s curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one’s own group for the moral and political health of the society.
who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018

LEC Section: 01  M 7:00 pm - 9:40 pm  Matthew Swagler

HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WI)

Crosslistings: HIST117 / GBST117 / ASST117

Primary Crosslisting

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Aparna Kapadia
HIST 121 (F)  The Two Koreas  (WI)
Crosslistings: HIST121 / ASST121

Primary Crosslisting
The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War’s last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Class Format: tutorial
Requirements/Evaluation:  students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit:  10
Enrollment Preferences:  first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size:  10
Distributions:  (D2) (WI)
Attributes:  GBST East Asian Studies Electives;  HIST Group B Electives - Asia;

Fall 2018
TUT Section: T1  TBA  Eiko Maruko Siniawer

HIST 135 (F)  The Coffeehouse from Arabia to the Enlightenment  (WI)
Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

Class Format: seminar
Requirements/Evaluation:  attendance and participation; three short analytical papers; a final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites:  first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit:  19
Enrollment Preferences:  first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size:  19
Distributions:  (D2) (WI)
Attributes:  HIST Group C Electives - Europe and Russia;  HIST Group G Electives - Global History;  HIST Group P Electives - Premodern;

Fall 2018
SEM Section: 01  TR 8:30 am - 9:45 am  Alexander Bevilacqua

HIST 137 (F)  Victorian Britain and the Anglo-Afghan Wars  (WI)
Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the second (1878-1881) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing

**Enrollment Limit:** 19

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

**Expected Class Size:** 15-19

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia;

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Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

**Class Format:** tutorial

**Requirements/Evaluation:** four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** First-Year and Sophomores

**Enrollment Limit:** 10

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** WI: 100-level History courses, particularly 100-level tutorials, are particularly focused on developing the skills and methods of historical writing and research.

**Attributes:** HIST Group F Electives - U.S. + Canada;
HIST 156 (F) Manifestos in American Politics (WI)

Is there an American style or tradition of writing political manifestos? Given the United States's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will explore that claim. How would we choose to define the very term, "manifesto?" Why have so many American writings been embraced as having the characteristics of a manifesto? We will explore these questions in two ways: first, through close readings and analyses of manifestos at three historical junctures in U.S. history (the Revolutionary era; the 1830s-1850s; and the decades following World War II); and second, through students' original research projects into manifestos of their own choosing.

Class Format: seminar

Requirements/Evaluation: the total number of pages of writing required will be about 35

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (WI)

Distribution Notes: WI: The first eight weeks of the class will be structured around many short writing assignments with a focus on the revision process. The last four weeks of the class (and including reading period) will focus on a short research paper that teaches students basic research skills of using the library.

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

HIST 162 (S) Unfamous Women, USA (DPE) (WI)

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Class Format: tutorial

Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

Extra Info: not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?
HIST 164 (S)  Slavery in the United States  (WI)
Crosslistings: AFR164 / AMST165 / HIST164

Primary Crosslisting
Slavery and freedom rose as concomitant ideologies--simultaneously and interrelated--critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the "peculiar institution" to its demise with the Civil War.

Class Format: seminar
Requirements/Evaluation: building on several preliminary essays, each student will complete a research project which leads to a final research paper
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;  HIST Group F Electives - U.S. + Canada;

HIST 165 (F)  The Age of McCarthy: American Life in the Shadow of the Cold War  (WI)
The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: HIST Group F Electives - U.S. + Canada;
**HIST 167 (F) Let Freedom Ring? African Americans and Emancipation (WI)**

Crosslistings: AFR167 / HIST167 / AMST167

Primary Crosslisting

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

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**HIST 308 (S) The Nile (DPE) (WI)**

Crosslistings: ARAB308 / HIST308

Primary Crosslisting

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Class Format: seminar

Requirements/Evaluation: short papers and final project/paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates
the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:

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

**Spring 2019**

**SEM Section: 01    TF 1:10 pm - 2:25 pm     Magnus T. Bernhardsson**

**HIST 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece  (WI)**

**Crosslistings: CLAS323 / HIST323 / LEAD323**

**Secondary Crosslisting**

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

**Prerequisites:** none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

**Attributes:**  HIST Group C Electives - Europe and Russia;  HIST Group P Electives - Premodern;  LEAD Facets or Domains of Leadership;

**Fall 2018**

**LEC Section: 01    MR 2:35 pm - 3:50 pm     Kerry A. Christensen**

**HIST 352 (F) Americans and the Maritime Environment  (WI)**

**Crosslistings: HIST352 / MAST352**

**Secondary Crosslisting**

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

**Class Format:** lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

**Requirements/Evaluation:** two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributions:** (D2) (WI)
**HIST 362 (S) Indigenous Women's History** (DPE) (WI)

Crosslistings: AMST324 / HIST362 / WGSS324

Secondary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures—such as La Malinche, Pocahontas, and Sakakawea—as well as lesser known historical actors, political leaders, writers, and artists.

**Class Format:** seminar

**Requirements/Evaluation:** engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

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**HIST 453 (S) Women, Gender, and Social Movements in U.S. History** (WI)

Crosslistings: HIST453 / WGSS453

**Primary Crosslisting**

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments;
the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Class Format: seminar

Requirements/Evaluation: 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: This course will focus explicitly on the process of writing a substantial research paper, including writing a proposal, and workshopping and revising drafts in class.

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

Spring 2019

SEM Section: 01   M 7:00 pm - 9:40 pm   Sara Dubow

HIST 471 (S) Comparative Latina/o Migrations (WI)

Crosslistings: LATS471 / HIST471

Secondary Crosslisting

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion/seminar

Requirements/Evaluation: evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS 400-level Seminars;

Spring 2019

SEM Section: 01   W 1:10 pm - 3:50 pm   Carmen T. Whalen

HIST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Primary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis
and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

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

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1 TBA Magnus T. Bernhardsson

HIST 481 (S) History of Taiwan (WI)

Crosslistings: ASST413 / HIST481

Primary Crosslisting

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an “inalienable part” of the much larger and more powerful People’s Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan’s history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial

Requirements/Evaluation: weekly papers and critiques

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HIST Group B Electives - Asia;

Spring 2019

TUT Section: T1 TBA Anne Reinhardt
HIST 482 (F) The Great War, 1914-1918 (WI)

Crosslistings: LEAD382 / HIST482

Primary Crosslisting

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Class Format: tutorial

Requirements/Evaluation: paper or critique every week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior History Majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HIST Group C Electives - Europe and Russia;

Fall 2018

TUT Section: T1 TBA James B. Wood

HIST 483 (S) Sport and Diplomacy (WI)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: tutorial

Requirements/Evaluation: students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-page written critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: Each student will be required to write six papers (5- to 7-pages each). We will discuss writing on a regular basis during tutorial meetings in pairs of two students.

Attributes: HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019

TUT Section: T1 TBA Jessica Chapman
HIST 491 (S) The Suburbs (WI)
Crosslistings: HIST491 / ENVI491 / AMST490

Primary Crosslisting
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial
Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: History majors and students with previous coursework in History
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019
TUT Section: T1 TBA Karen R. Merrill

HSCI 240 (F) Great Astronomers and Their Original Publications (WI)
Crosslistings: ASTR240 / LEAD240 / HSCI240

Secondary Crosslisting
We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialego, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Class Format: seminar
Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper
Enrollment Limit: 12
Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course
**INTR 219 (F) Women in National Politics** (WI)

Crosslistings: PSCI219 / INTR219 / WGSS219

**Primary Crosslisting**

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

**Class Format:** tutorial

**Requirements/Evaluation:** brief analytical papers and response papers for each week’s readings

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor

**Distributions:** (D2) (WI)

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**INTR 322 (F) Race, Culture, Incarceration** (WI)

Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313

**Primary Crosslisting**

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

**Class Format:** seminar

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

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**INTR 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation** (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

**Primary Crosslisting**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include
The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

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

**Requirements/Evaluation:** weekly primary and response papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 8

**Distributions:** (D2) (WI)

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

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**INTR 361 (F) Writing about Bodies (WI)  
Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361**

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

**Class Format:** tutorial

**Requirements/Evaluation:** alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

**Attributes:** AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;
JAPN 407 (F)  An Exploration of Japanese Language and Culture  (WI)
Crosslistings: ASST207 / JAPN407

Primary Crosslisting

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN

Attributes: Linguistics;

Fall 2018
TUT Section: T1    TBA    Kasumi Yamamoto

JWST 334 (S)  Imagining Joseph  (WI)
Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Secondary Crosslisting

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.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none
Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;

Spring 2019

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

JWST 480 (F) Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

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

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1    TBA    Magnus T. Bernhardsson

JWST 492 (S) Modern Jewish Political Theory  (WI)

Crosslistings: JWST492 / PSCI375 / REL330

Secondary Crosslisting

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 distinctly 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.

Class Format: seminar

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

Extra Info: 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

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Distributions: (D2) (WI)

Attributes: JWST Capstone Course; JWST Core Electives;

Spring 2019

LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;

Spring 2019

TUT Section: T1 Cancelled

LATS 222 (F) Ficciones: A Writing Workshop (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Primary Crosslisting

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin
American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE; Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018
STU Section: 01   TR 8:30 am - 9:45 am   Nelly A. Rosario

Spring 2019
STU Section: 01   M 7:00 pm - 9:40 pm   Nelly A. Rosario

LATS 338 (S)  Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (WI)

Crosslistings: LATS338 / WGSS338 / AMST339

Primary Crosslisting

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Spring 2019
SEM Section: 01   TF 2:35 pm - 3:50 pm   Maria Elena Cepeda

LATS 346 (F)  Latinas/os and the Media: From Production to Consumption (WI)
Crosslistings: LATS346 / AMST346

Primary Crosslisting

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018

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

LATS 408 (F)  Envisioning Urban Life: Objects, Subjects, and Everyday People  (WI)

Crosslistings: LATS408 / AMST408

Primary Crosslisting

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project

Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Limit: 14

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

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS 400-level Seminars;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Mérida Rúa
Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 15

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

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalization and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;
Enrollment Limit: 15
Enrollment Preferences: History majors and Latina/o Studies concentrators
Expected Class Size: 8-15
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS 400-level Seminars;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm    Carmen T. Whalen

LEAD 206 (F) Dangerous Leadership in American Politics  (WI)
Crosslistings: PSCI206 / LEAD206
Secondary Crosslisting
"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Class Format: tutorial
Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses;

Fall 2018
TUT Section: T1    TBA    Nicole E. Mellow

LEAD 240 (F) Great Astronomers and Their Original Publications  (WI)
Crosslistings: ASTR240 / LEAD240 / HSCI240
Secondary Crosslisting
We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialog
Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD

**Attributes:** LEAD Facets or Domains of Leadership; SCST Related Courses;
LEAD 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece (WI)
Crosslistings: CLAS323 / HIST323 / LEAD323

Secondary Crosslisting

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership;

Fall 2018
LEC Section: 01    MR 2:35 pm - 3:50 pm    Kerry A. Christensen

LEAD 348 (S) The Black Radical Tradition (WI)
Crosslistings: LEAD348 / PSCI348 / AFR348

Secondary Crosslisting

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives;
LEAD 360 (F) The Political Thought of Frantz Fanon (WI)
Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

Secondary Crosslisting
Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;

LEAD 382 (F) The Great War, 1914-1918 (WI)
Crosslistings: LEAD382 / HIST482

Secondary Crosslisting
During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Class Format: tutorial
Requirements/Evaluation: paper or critique every week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: senior History Majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: HIST Group C Electives - Europe and Russia;
MAST 231 (F)  Literature of the Sea  (WI)
Crosslistings: MAST231 / ENGL231

Primary Crosslisting
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece Moby-Dick aboard Mystic Seaport's historic whaleship, the Charles W. Morgan, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Extra Info: offered only at Mystic Seaport

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; ENVI Humanities, Arts + Social Science Electives;

Fall 2018
LEC Section: 01  TBA  Mary K. Bercaw Edwards

Spring 2019
LEC Section: 01  TBA  Mary K. Bercaw Edwards

MAST 352 (F)  Americans and the Maritime Environment  (WI)
Crosslistings: HIST352 / MAST352

Primary Crosslisting
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

Fall 2018
LEC Section: 01  TBA  Alicia C. Maggard

Spring 2019
MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies (WI)

Crosslistings: ENVI412 / MAST402

Secondary Crosslisting

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements Each student in this course will complete a semester-long research project resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum; SCST Elective Courses;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Nicolas C. Howe

MUS 211 (S) Music, Nationalism, and Popular Culture (DPE) (WI)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'Dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: upperclass students and Music majors

Expected Class Size: 12

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the
ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives; MUS World Music/Ethnomusicology;

Spring 2019
LEC Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 261 (S) The Saint and the Countess: Lost Voices of Medieval Women (WI)
Crosslistings: WGSS261 / MUS261

Primary Crosslisting

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Class Format: seminar

Requirements/Evaluation: evaluation based on several short papers and presentations, and a final project and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors

Expected Class Size: 6

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am M. Jennifer Bloxam

MUS 275 (F) Shakespeare through Music (WI)

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays--the tragedies Romeo and Juliet and Othello, and the comedy Midsummer Night's Dream--in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Elliot and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

Class Format: tutorial

Requirements/Evaluation: each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Fall 2018

TUT Section: T1 TBA M. Jennifer Bloxam

MUS 472 (S) Bach’s Legacy (WI)
How have composers after Bach engaged with his legacy? This seminar will trace the course of the Classical and early Romantic period “Bach Revival” through Mozart, Beethoven, Mendelssohn, and Clara and Robert Schumann, and explore how he was venerated in the later Romantic era by Brahms and Busoni. Our main focus, however, will be on how composers of the modern era have viewed him and used his music. We will test critical conceptual frameworks offered by David Lowenthal’s “The Past is a Foreign Country” and Harold Bloom’s “The Anxiety of Influence,” using them as lenses through which to view contemporary classical composers’ Bach-inspired creations, ranging from Schoenberg and Webern through Sophia Gubaidulina, George Crumb, and David Lang. Finally, we will consider both the musical techniques and meanings of reworkings and quotations of Bach’s music in film, jazz and popular music.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on several papers totaling at least 20 pages, presentations, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 and MUS 231 and/or 233 highly recommended

Enrollment Limit: 12

Enrollment Preferences: junior and senior Music majors

Expected Class Size: 8

Distributions: (D1) (WI)

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm M. Jennifer Bloxam

PHIL 114 (F) Freedom and Society (WI)
Freedom is one of our fundamental values as Americans. It is emphasized in our founding documents, and it occupies a central place in our contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do society’s laws limit our freedom in order to make us safe? Or do laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit. We will ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, and Simone de Beauvoir on gender.

Class Format: seminar

Requirements/Evaluation: weekly reading response papers; take-home midterm and final exams

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Department Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WI)

Attributes: JLST Interdepartmental Electives;
PHIL 116 (S) Perception and Reality (WI)
This course is an introduction to philosophy through four major themes: The nature of the universe, the existence of gods, thought itself, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western Tradition.

Class Format: seminar
Requirements/Evaluation: active participation; four (5-6 page) essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores; there is no need to email the professor in advance to indicate interest in the course
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)

PHIL 119 (F) Plato with Footnotes: Ethics and Politics (WI)
This course addresses a central question in practical philosophy: How should we live? The question has two parts: What is the best life for individuals? And what social and political arrangements make such a life possible? In attempting to answer these questions we also engage related theoretical questions concerning what is real and how we have access to it. We begin with readings from Plato's Republic—a seminal work in the history of philosophy that illustrates the inseparability of theoretical and practical questions and has exerted a powerful influence on nearly every subsequent attempt to answer these questions in the context of the Western philosophical tradition. While reading the Republic, we also consider some of the best of these attempts in the Western philosophical canon ("footnotes on Plato" by Aristotle, Hobbes, Kant, Mill, Nietzsche, and others) and the challenges they present to Plato's conclusions.

Class Format: seminar
Requirements/Evaluation: attendance, frequent short papers totaling about 30 pages, class participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students, prospective and actual majors
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)
Distribution Notes: WI: This writing intensive course involves writing multiple two page papers that involve identifying arguments or explication of text and critical responses. You will be given regular feedback on short papers in preparation for writing two longer 4 page essays that require you to use the same skills in a more expanded argument.
Attributes: LEAD Ethical Issues of Leadership; LGST Interdepartmental Electives;
PHIL 121 (F) Truth, Goodness, and Beauty (WI)
In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Class Format: seminar
Requirements/Evaluation: attendance, frequent short papers totaling about 30 pages, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students and potential Philosophy majors
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)

Fall 2018
SEM Section: 01    MWF 12:00 pm - 12:50 pm    Alan White

PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WI)
In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, the ethics of protest, and torture and terrorism. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Class Format: tutorial
Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; this course is suitable for first-year students
Enrollment Limit: 10
Enrollment Preferences: prospective Philosophy majors and those committed to the tutorial
Expected Class Size: 10
Distributions: (D2) (WI)

Fall 2018
TUT Section: T1    TBA    Julie A. Pedroni

PHIL 123 (S) Objectivity in Ethics (WI)
Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Class Format: seminar
**PHIL 126 (S) Paradoxes (WI)**

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's *Problem*, and the Prisoner's *Dilemma.*

**Class Format:** seminar

**Requirements/Evaluation:** several short writing assignments and a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Department Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WI)

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**PHIL 212 (S) Ethics and Reproductive Technologies (WI)**

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that “[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice.” Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete

**Crosslistings:** WGSS212 / PHIL212

**Primary Crosslisting**
procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Department Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Spring 2019

LEC Section: 01    TF 2:35 pm - 3:50 pm     Julie A. Pedroni

PHIL 220 (F) Happiness (WI)

According to Aristotle the ultimate good is happiness—everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from Ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students interested in philosophy and/or happiness

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: This course is writing intensive insofar as it requires over 35 pages of writing, regular feedback from me and your partner on writing and critical analysis, and successive efforts to improve your ability to write a variety of types of critical essays. Guidelines for different methods of engaging in critical analysis will be provided.

Fall 2018

TUT Section: T1    TBA     Jana  Sawicki

PHIL 232 (F) Modern Political Thought (WI)

Crosslistings: PHIL232 / PSCI232

Secondary Crosslisting

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.
PHIL 235 (S)  Morality and Partiality: Loyalty, Friendship, Patriotism  (WI)
The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people--such as friendships, familial ties, love, patriotism--seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

Class Format: tutorial; tutorial pairs will meet with the instructor for one hour a week
Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to first year students
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and then sophomores
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: PHIL Contemporary Value Theory Courses;

Spring 2019
TUT Section: T1    M 7:00 pm - 9:40 pm     Bojana Mladenovic

PHIL 241 (F)  Contemporary Metaphysics  (WI)
In this course, we will examine a number of issues in contemporary metaphysics through a discussion of the nature of kinds. The problem of universals has vexed philosophers at least since the time of Plato. Oscar is a dog and Annie is a dog. Oscar and Annie aren't identical but they have something in common; each of them is a dog, each of them belongs to a single kind and they share the property of being a dog. But what is going on here? We, at least most of us, are happy to say that Oscar and Annie exist. But is there a third entity that we need to countenance: the universal caninity? If we do think that there is such a thing as caninity, what sort of thing is it? If we don't, what accounts for the truth of our judgment that Oscar and Annie have something in common? Scientists often give explanations for the behavior of objects in terms of their properties. What role do properties play in causation, explanation and laws of nature? Finally there are different kinds of kind. Some kinds or properties seem to be pretty natural, e.g. being an electron or a dog. Other kinds seem to be less natural and seem somehow to be socially constructed, e.g. being a work of art, an American or a sausage. But are there really natural kinds? Can we, as Plato put it, "carve nature at the joints", or are all kinds constructed rather than discovered? Furthermore what is involved in the social construction of a kind? Finally, the nature and existence of some kinds is a hotly contested
political matter. How should we think about racial kinds or about gender kinds? While we will be concerned to place our discussions of these issues in historical context, most of the reading for the class will consist in articles written by contemporary philosophers.

Class Format: lecture and discussion

Requirements/Evaluation: one -10 page midterm paper and one -15 page final paper which will involve draft and revision, possible short response papers, and active participation in class

Prerequisites: one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

Enrollment Limit: 18

Expected Class Size: 10-15

Distributions: (D2) (WI)

Attributes: PHIL Contemp Metaphysics & Epistemology Courses;

Fall 2018

LEC Section: 01  TF 2:35 pm - 3:50 pm  Keith E. McPartland

PHIL 244 (S) Environmental Ethics  (WI)

Crosslistings: PHIL244 / ENVI244

Secondary Crosslisting

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial

Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Department Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

Spring 2019

TUT Section: T1  TBA  Julie A. Pedroni

PHIL 291 (F) Violence: Its Trajectory and Its Causes  (WI)

This tutorial focuses on two books by Harvard psychologist Steven Pinker: *The Better Angels of our Nature. Why Violence Has Declined* (2011) and *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress* (2018). We focus first on the controversial theses that---despite two world wars and the Holocaust---the twentieth century was not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then turn to the books' explanations of the factors they identify as leading us to be violent---our "inner demons"---and as curbing our violence---our "better angels," among which the books particularly emphasize reason, science, and humanism.

Class Format: tutorial
PHIL 337 (F)  Justice in Health Care  (WI)
Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act or current legislative proposals; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, "race," disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in less developed countries.

Class Format: tutorial
Requirements/Evaluation: evaluations will be based on biweekly papers, oral commentaries, and tutorial discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and potential majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses;

PHIL 360 (F)  The Political Thought of Frantz Fanon  (WI)
Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360
Secondary Crosslisting
Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper
Extra Info: may not be taken on a pass/fail basis
PHIL 388 (S) Consciousness (WI)
The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle. In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and free will, pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

Class Format: tutorial; expect several short lectures by the instructor over the course of the semester where all the tutorial members convene
Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any introduction to philosophy and at least one upper level course in PHIL, no exceptions
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors, Neuroscience or Cognitive Science concentrators; open to sophomores; every effort will be made to pair students according to similar or complementary background
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
TUT Section: T1 TBA Joseph L. Cruz

PHIL 401 (F) Senior Seminar: Contemporary Moral Psychology and Virtue Ethic (WI)
The seminar will focus on contemporary philosophical work on practical and intellectual virtues considered indispensable for a good, meaningful human life. We will begin by reading selections from seminal ethical writings by Plato, Aristotle and Hume, then move on to the 20th century revival of eudaimonistic and sentimentalist traditions of virtue ethics. Special stress will be placed on discussing the nature of virtues such as integrity, empathy, self-knowledge, authenticity and emotional maturity, and on articulating realistic psychological and social preconditions for their development.
Class Format: seminar
Requirements/Evaluation: active participation in class discussion; seminar presentations; 10 weekly several short papers; a 12-15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: required of all senior philosophy majors
Enrollment Limit: 15
Enrollment Preferences: enrollment is limited to senior philosophy majors

Expected Class Size: 8-10

Distributions: (D2) (WI)

Distribution Notes: The course will require weekly short papers and a final paper, totaling about 35 pages

Fall 2018
SEM Section: 01  M 7:00 pm - 9:40 pm  Bojana Mladenovic
SEM Section: 02  W 1:10 pm - 3:50 pm  Bojana Mladenovic

PHLH 220 (F) Nutrition in the Developing World (DPE) (WI)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

Class Format: seminar

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation. WI: As a WI course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper.

Attributes: PHLH Nutrition, Food Security + Environmental Health;

Fall 2018
SEM Section: 01  M 7:00 pm - 9:40 pm  Marion Min-Barron

POEC 250 (F) Economic Liberalism and Its Critics (WI)

Crosslistings: POEC250 / PSCI238 / ECON299

Primary Crosslisting

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care;
positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** eight short essays, several short homework assignments, and a final exam

**Prerequisites:** ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

**Enrollment Limit:** 35

**Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major

**Expected Class Size:** 35

**Department Notes:** formerly POEC 301

**Distributions:** (D2) (WI)

**Attributes:** AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018

LEC Section: 01  MR 2:35 pm - 3:50 pm  Jon M. Bakija, James E. Mahon

PSCI 160 (S) Refugees in International Politics  (DPE) (WI)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

**Class Format:** tutorial

**Requirements/Evaluation:** eleven graded essays: five primary, five critique, and one statement

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression.  WI: Students will write, and will write about writing, every week.

**Attributes:** POEC International Political Economy Courses; PSCI International Relations Courses;

Spring 2019

TUT Section: T1  TBA  Cheryl Shanks

PSCI 206 (F) Dangerous Leadership in American Politics  (WI)

Crosslistings: PSCI206 / LEAD206

**Primary Crosslisting**

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders.  What do Americans want from their political leaders?". A common assumption is that those who do it well--whether in the presidency, the parties, social movements, organizations, or local communities--are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention--as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would
invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Class Format: tutorial

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses;

Fall 2018

TUT Section: T1    TBA    Nicole E. Mellow

PSCI 219 (F) Women in National Politics  (WI)

Crosslistings: PSCI219 / INTR219 / WGSS219

Secondary Crosslisting

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Class Format: tutorial

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Distributions: (D2) (WI)

Fall 2018

TUT Section: T1    TBA    Joy A. James

PSCI 232 (F) Modern Political Thought  (WI)

Crosslistings: PHIL232 / PSCI232

Primary Crosslisting

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work.
inside and outside the classroom.

Class Format: lecture/discussion

Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: PSCI Political Theory Courses;

Fall 2018

LEC Section: 01    TF 2:35 pm - 3:50 pm     Laura D. Ephraim

PSCI 235 (S) Survival and Resistance: Environmental Political Theory  (WI)

Crosslistings: ENVI235 / PSCI235

Primary Crosslisting

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have “rights”? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet’s health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory’s traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: seminar

Requirements/Evaluation: formal and informal writing assignments and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years and sophomores

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENVI Humanities, Arts + Social Science Electives; PSCI Political Theory Courses;

Spring 2019

SEM Section: 01    TF 1:10 pm - 2:25 pm     Laura D. Ephraim

PSCI 238 (F) Economic Liberalism and Its Critics  (WI)

Crosslistings: POEC250 / PSCI238 / ECON299

Secondary Crosslisting

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx’s revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich
Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Department Notes: formerly POEC 301

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018

LEC Section: 01    MR 2:35 pm - 3:50 pm     Jon M. Bakija, James E. Mahon

PSCI 257 (F)  Iran, Islam, and the Last Great Revolution  (WI)

Crosslistings: ARAB257 / PSCI257

Primary Crosslisting

The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Class Format: seminar

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm     Shervin Malekzadeh
Why do revolutions occur, or perhaps more to the point, why do they fail to occur? When do they end and what do they actually achieve? What, in other words, is so revolutionary about revolutions? This course considers whether and how revolutions differ from social movements, coups d'etats, and armed rebellions by looking at a broad range of uprisings, from the “colored revolutions” and liberating “springs” of recent years to the classical examples of the French, American, Mexican, Chinese, Cuban, and Iranian revolutions, as well as the challenging cases of Haiti and South Africa. This class seeks a subversive politics of its own. There is a certain, shiny allure to revolutions, particularly within political science. In a field committed to the dry study and explanation of social phenomena, revolutions are the sexy exception, the example of politics par excellence. Our goal ought to be to call the allure into question, to ask whether this is a merit of undeserved distinction, particularly given recent developments in Egypt and Syria, as well as the ongoing consequences of revolutions in Russia, Iran, China, many years after the fact, after the last triumphant regiment rolled through capital streets.

Class Format: seminar

Requirements/Evaluation: first short essay, 3-5 pages (15%); second short essay, 3-5 pages (15%); final essay, 15-20 pages (20%); participation, (30%)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: PSCI Comparative Politics Courses;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Shervin Malekzadeh

PSCI 291 (S) American Political Events (WI)

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events—concrete, discrete things that happen in and around the political world—are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did—with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

Class Format: tutorial

Requirements/Evaluation: five 5-to 7-page essays, five 2- to 3-page critiques, and a final 4-page reflection

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years and sophomores considering a major in Political Science

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: Five required essays, five required critiques, and a final reflection. Lots of writing and attention to writing throughout.

Attributes: PSCI American Politics Courses;
PSCI 313 (F) Race, Culture, Incarceration (WI)
Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313
Secondary Crosslisting
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.
Class Format: seminar
Requirements/Evaluation: brief analytical papers and group presentations.
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

PSCI 316 (S) Policy Making Process (WI)
Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?
Class Format: seminar
Requirements/Evaluation: several short papers, research paper, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one course in PSCI or permission of instructor
Enrollment Limit: 14
Expected Class Size: 14
Distributions: (D2) (WI)
Attributes: POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses; PSCI Research Courses;

Spring 2019
SEM Section: 01 TR 11:20 am - 12:35 pm Cathy M. Johnson

PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WI)
Crosslistings: LEAD320 / PSCI320
Secondary Crosslisting
Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious—or
has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history—including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Class Format: seminar

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: WI: Extensive feedback and in-class discussion of writing and argumentation.

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI Research Courses;

Fall 2018

SEM Section: 01    TR 9:55 am - 11:10 am     Mason B. Williams

PSCI 326 (S) Security in Africa  (WI)

Crosslistings: PSCI326 / GBST326

Primary Crosslisting

Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the U.S. and UN to perceived security challenges in Africa.

Class Format: seminar

Requirements/Evaluation: presentations, short response papers (2-3 pages), research paper sections throughout the semester (2-5 pages), research paper (15-20 pages), class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSCI 202 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: juniors and seniors

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: PSCI International Relations Courses; PSCI Research Courses;

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Phoebe G. Donnelly

PSCI 345 (S) Cosmology and Rulership in Ancient Chinese Political Thought  (WI)

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The
class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *The Analects*, *Mencius*, *the Daodejing*, *Zhuangzi*, and *Han Feizi*.

**Class Format:** discussion/lecture

**Requirements/Evaluation:** two 5-page papers and one 15-page paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributions:** (D2) (WI)

**Attributes:** GBST East Asian Studies Electives; LEAD Facets or Domains of Leadership; PSCI Comparative Politics Courses; PSCI Political Theory Courses;

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**PSCI 348 (S) The Black Radical Tradition (WI)**

Crosslistings: LEAD348 / PSCI348 / AFR348

**Secondary Crosslisting**

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives;

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Spring 2019

LEC Section: 01  MR 1:10 pm - 2:25 pm  George T. Crane

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**PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)**

Crosslistings: GBST351 / PSCI351

**Primary Crosslisting**

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common
readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

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

Spring 2019

LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

PSCI 352 (F) Politics in Mexico  (DPE) (WI)

Crosslistings: GBST352 / PSCI352

Primary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018

LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

PSCI 359 (S) The Body as Property  (DPE) (WI)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the
every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

**Class Format:** tutorial

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** prior coursework in political theory, cultural theory, philosophy or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors with a concentration in Political Theory, then other Political Science majors

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis. WI: The course is Writing-Intensive because it includes a substantial amount of writing (>30 pages) and opportunities for revision

**Attributes:** JLST Interdepartmental Electives; PSCI Political Theory Courses;

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**PSCI 370 (F) The Political Thought of Frantz Fanon (WI)**

Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

**Secondary Crosslisting**

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

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

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**PSCI 375 (S) Modern Jewish Political Theory (WI)**

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Crosslistings: JWST492 / PSCI375 / REL330

Secondary Crosslisting

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning 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.

Class Format: seminar

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

Extra Info: 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

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Distributions: (D2) (WI)

Attributes: JWST Capstone Course; JWST Core Electives;

Spring 2019

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

PSCI 420 (F) Senior Seminar: The Nuclear Revolution  (WI)

This is a course about the "long shadow" nuclear weapons cast over the international system. In its simplest terms, the class focuses on whether international politics still works essentially the same way in the nuclear age as it did prior to 1945 or if the world has truly experienced a nuclear "revolution" in the word's most basic sense. The course begins with an examination of the key events and theories that led ultimately to the development of the world's first nuclear weapons, including some basic technical concepts and the Manhattan Project. From there, the course covers a number of topics, both conceptual and historical, that bear directly on the question of how nuclear weapons shape international politics. Specifically, the course will cover the U.S. decision to drop the atomic bombs on Hiroshima and Nagasaki, as well as the Japanese response; the body of theory and concepts that underpin fundamental debates over nuclear strategy; the U.S.-Soviet nuclear rivalry; the influence of nuclear weapons in crises; how nuclear weapons shape alliance politics; whether nuclear weapons have political utility; nuclear accidents; nuclear technologies; the problem of nuclear proliferation and the nonproliferation regime; the importance of regional nuclear powers; and contemporary issues like the North Korean and Iranian nuclear questions.

Class Format: seminar

Requirements/Evaluation: class participation, two 2- to 3-page response papers, a 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

Expected Class Size: 15

Distributions: (D2) (WI)
PSCI 440 (F) Senior Seminar: Power, Identity, and Culture (WI)
This is a course about remembering. This is a class about how we learn to forget. Above all, it is about power—power close to the bone, power made sublime, how power is made and unmade. This course takes as its central thesis the claim that power, external and objective, is also internal and subjective, invisibly working to shape understandings of who we are even as it performs the visible rituals of bureaucratic regulation typically associated with states and governments. To take this claim one step further, we'll hypothesize that immaterial and invisible forms of domination are power's most effective form even as they are the most difficult to measure and understand. Alternating between case and theory, looking at power both naked and sublime, we will examine the struggle by state and elite actors to shape subjectivities through culture and identity formation in order to secure quiescence and rule. Close attention will be paid to how socializing agents, including schools and educational systems, media and film, families and local communities, shape and reshape efforts to have ordinary citizens internalize what Stuart Hall describes as "the horizon of the taken-for-granted," those ruling ideas and beliefs that consist "of things that go without saying because---they come without saying." The course is set up as a deliberate conversation between the works of Antonio Gramsci, Michel Foucault, Friedrich Nietzsche, and Stuart Hall, as well as their interlocutors and critics, most notably James C. Scott. The trajectory of this literature carries us from domination "thinly" centered in class and mediated by culture, to power completely de-centered from material forms of rule. Though each author is distinct, if heterodox, in his approach to the question of power, Gramsci, Foucault, Nietzsche, and Hall are bound together by the shared belief that power is relationship, between class and culture, culture and identity, state and society.

Class Format: seminar
Requirements/Evaluation: essays and participation
Prerequisites: PSCI 204 Introduction to Comparative Politics
Enrollment Limit: 15
Enrollment Preferences: upper-class students, especially seniors
Expected Class Size: 15
Distributions: (D2) (WI)
Distribution Notes: WI: All students will be required to produce an original 20-page article, worthy of publication, by the end of the term. Session leaders are expected to distribute a single 4-page paper to the class by 8 pm on Wednesday. Their classmates will produce a 2-page written response to the week's presentations, readings, as well as class discussion, due on Friday
Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: PHLH Biomedical Determinants of Health; PHLH Reproductive, Maternal and Child Health; PSYC Area 3 - Developmental Psychology;

Spring 2019

SEM Section: 01  TR 11:20 am - 12:35 pm  Amie A. Hane

PSYC 341 (S)  Stereotypes, Prejudice, and Discrimination  (WI)

Crosslistings: PSYC341 / WGSS339

Primary Crosslisting

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course; TEAC Related Courses;

Spring 2019

LEC Section: 01  W 1:10 pm - 3:50 pm  Steven Fein
LAB Section: 02  M 1:00 pm - 4:00 pm  Steven Fein

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

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting

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: tutorial
REL 252 (S) Zen Buddhist Visual Culture: The Path to Nirvana (WI)

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion

Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL

Attributes: ARTH pre-1600 Courses;

REL 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's
life-his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar
Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.
Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

REL 262 (F) Time and Blackness (WI)
Crosslistings: AFR208 / REL262 / AMST208
Secondary Crosslisting
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is 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 African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, “Time and Blackness,” we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?
Class Format: tutorial
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
TUT Section: T1 TBA James A. Manigault-Bryant
REL 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)

Secondary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the 'kindness curriculum' in schools, and other areas of applied research on mindfulness that have generated a 'science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10


Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

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

Spring 2019
TUT Section: T1 TBA Kim Gutschow

REL 273 (F) Heroes, Saints and Celebrity (WI)

Secondary Crosslisting

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Class Format: seminar

Requirements/Evaluation: class participation, two short response papers, research paper, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors
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.

Class Format: seminar

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

Extra Info: 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

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Distributions: (D2) (WI)

Attributes: JWST Capstone Course; JWST Core Electives;

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.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;

Spring 2019

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

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar

Requirements/Evaluation: three response papers, one short essay on film adaption, one video essay with a student partner

Extra Info: not available for the fifth course option

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.

Attributes: FMST Core Courses;

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Sophie F. Saint-Just

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

Crosslistings: RLFR414 / COMP414

Primary Crosslisting

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

Class Format: seminar
Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Extra Info: not available for the fifth course option

Prerequisites: 200 RLFR level courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay

Spring 2019
SEM Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

RLSP 200 (S) Advanced Grammar and Composition through Literature (WI)
This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. Conducted in Spanish.

Class Format: lecture/discussion

Requirements/Evaluation: a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

Prerequisites: RLSP 105, any course 201+, placement exam or permission of instructor

Enrollment Limit: 19

Expected Class Size: 10-19

Distributions: (D1) (WI)

Spring 2019
LEC Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada
CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 228 (S) Velázquez, Goya, and Picasso (WI)
Crosslistings: RLSP228 / ARTH228

Primary Crosslisting
This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and
work shaped by key historical events such as the Inquisition, Napoleon’s invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Class Format: tutorial

Requirements/Evaluation: 3- to 5-page weekly assignment

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student’s response

Spring 2019

TUT Section: T1 TBA Soledad Fox

RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

Fall 2018

TUT Section: T1 TBA Olga Shevchenko
RUSS 331 (S) The Brothers Karamazov (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Primary Crosslisting

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: JLST Interdepartmental Electives;

Spring 2019

TUT Section: T1 TBA Julie A. Cassiday

SCST 153 (S) Androids, Cyborgs, Selves (WI)
Crosslistings: ENGL153 / SCST153

Secondary Crosslisting

In this expository writing course, we will analyze and argue about how near-human or partly human bodies and intelligences are imagined in fiction and film. When do these bodies, these intelligences, improve the worlds in which they appear, and when do they threaten them? How are they gendered, how are they raced, and why? And what do they want? As we will see, authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in radically different ways. This course focuses on articulating these differences and developing significant claims about them in clear, argumentative prose. We will spend half or more of our class time discussing and practicing writing skills. Texts may include *R.U.R.*, "The Bicentennial Man," *Blade Runner, Metropolis (Suite 1: The Chase)*, and *Her*.

Class Format: seminar

Requirements/Evaluation: writing (four 5-page essays in multiple drafts) and discussion/participation

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under SCST WI: This writing-intensive course is geared towards improving students' analytical and argumentative prose in the context of studying literary and filmic fictions.

Spring 2019

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1  TBA  Olga Shevchenko

SOC 303 (S) Cultures of Climate Change (WI)

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Distributions: (D2) (WI)
SOC 329 (F)  Work and Future of Capitalism  (WI)

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism’s past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as global commodity chains, the death of the career, the rise of the “gig” economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism’s 19th century past. Through a series of essays, culminating in a final paper, the course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about restructuring (or even overturning) capitalism to allow them to flourish?

Class Format: seminar

Requirements/Evaluation: participation, three utopia essays (3-5 pages), paper workshop, final paper (10-12 pages)

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Distributions: (D2) (WI)

Distribution Notes: WI: This course requires a series of 3- to 5-page essays that work toward a paper workshop and final paper on the topic of the future of work. Students will use the essays to research “real utopias”—currently existing organizations, workplaces, and policy regimes that challenge traditional capitalist labor relations. This research will inform a workshop and final paper, which will ask them to envision their own organization, workplace, or policy regime.

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THEA 125 (F)  Theater and Politics  (WI)

Crosslistings: ENGL125 / THEA125

Secondary Crosslisting

This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature, contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today’s age of global spectatorship, writers, artists, and activists continue to ask: who are the real actors and spectators of today’s digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Plato, Euripides, Melville, Woolf, Rancière, and Claire Denis.

Class Format: seminar

Requirements/Evaluation: three papers and a portfolio of interpretive questions, totaling 20 pages of written work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19
**THEA 249 (F) Staging Race and Gender** (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.

We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods.

Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies

**WI:** Students will submit four papers totaling at least 20 pages

**Attributes:** ENGL 200-level Gateway Courses;

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**THEA 332 (F) Writing in the Margins: Race, Performance, Playgirism** (DPE) (WI)

Crosslistings: COMP358 / ENGL332 / THEA332

Primary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon.

We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

**Class Format:** seminar/studio, three hours per week

**Requirements/Evaluation:** a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** If the class is overenrolled, students will submit a letter of interest in the class

**Expected Class Size:** 14

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

**Distribution Notes:** DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

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**THEA 361 (F) Writing about Bodies** (WI)

**Crosslistings:** ARTH361 / WGSS361 / THEA361 / INTR361

**Secondary Crosslisting**

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the ’62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

**Class Format:** tutorial

**Requirements/Evaluation:** alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

**Attributes:** AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

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**WGSS 102 (F) West Africa through Women’s Voices** (DPE) (WI)

**Crosslistings:** HIST102 / WGSS102

**Secondary Crosslisting**

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women’s popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women’s experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have
been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018
LEC Section: 01 M 7:00 pm - 9:40 pm Matthew Swagler

WGSS 105 (F) American Girlhoods (DPE) (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 15

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

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

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

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**WGSS 119 (S) Asian American Femininities (DPE) (WI)**

Crosslistings: COMP119 / WGSS119

**Primary Crosslisting**

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or peer responses

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10
**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

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

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE.

The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American woman. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

**Attributes:** ASAM Related Courses; WGSS Racial Sexual + Cultural Diversity Courses

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**Spring 2019**

**TUT Section:** T1    TBA    Vivian L. Huang

**WGSS 132 (F) Black Writing To, From, and About Prison (DPE) (WI)**

**Crosslistings:** WGSS132 / ENGL132

**Secondary Crosslisting**

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGUP (Transgender Gender Variant Intersex Justice Project).

**Class Format:** seminar

**Requirements/Evaluation:** three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

**Extra Info:** may not be taken on a pass/fail basis

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

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE.

This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

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**Fall 2018**

**SEM Section:** 01    MWF 8:30 am - 9:45 am    Ianna Hawkins Owen

**WGSS 212 (S) Ethics and Reproductive Technologies (WI)**

**Crosslistings:** WGSS212 / PHIL212

**Secondary Crosslisting**

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that “[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice.” Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as “motherhood” and “parenthood,” family and genetic relatedness, exploitation and commodification, and reproductive rights and society’s interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete
procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

**Prerequisites:** none, but introductory-level course in PHIL and/or WGSS recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and PHIL majors or prospective majors

**Expected Class Size:** 19

**Department Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

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**Spring 2019**

**LEC Section:** 01    TF 2:35 pm - 3:50 pm     Julie A. Pedroni

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**WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler’s Science Fiction** *(WI)*

**Crosslistings:** AFR213 / WGSS213

**Secondary Crosslisting**

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler’s uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does ‘gender’ play in Butler’s fiction? How does Butler’s treatment of the ‘alien’ cause us to reconsider what it means to be human? How does Butler incorporate ‘race’ and the concept of ‘other’ into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler’s visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler’s work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts ‘race,’ ‘gender’, ‘alien’ and ‘body’ are interrogated in her writings.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

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**Spring 2019**

**TUT Section:** T1    TBA     Rhon S. Manigault-Bryant

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**WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative** *(WI)*

**Crosslistings:** WGSS218 / AMST218 / ENGL218

**Secondary Crosslisting**
Hortense Spillers has noted that ex-slave Harriet Jacobs, “between the lines of her narrative, demarcates a sexuality that is neuterbound” and we live with the aftermath of her observation. “Ungendering,” one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation “slave” rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include slave narratives such as those by Mary Prince and Frederick Douglass and neo-slave narratives such as Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, and Jordan Peele's *Get Out*.

**Class Format:** seminar

**Requirements/Evaluation:** weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

**Extra Info:** may not be taken on a pass/fail basis

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Attributes:** ENGL 200-level Gateway Courses;

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**WGSS 219 (F) Women in National Politics (WI)**

**Crosslistings:** PSCI219 / INTR219 / WGSS219

**Secondary Crosslisting**

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

**Class Format:** tutorial

**Requirements/Evaluation:** brief analytical papers and response papers for each week's readings

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor

**Distributions:** (D2) (WI)

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**Fall 2018**

**TUT Section:** T1  TBA  Joy A. James

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**WGSS 241 (S) Sex and Gender in Ancient Greece and Rome (WI)**

**Crosslistings:** CLAS241 / COMP241 / WGSS241

**Secondary Crosslisting**

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will
enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Spring 2019

TUT Section: T1 TBA Amanda R. Wilcox

WGSS 244 (F) Actually Existing Alternative Economies  (DPE) (WI)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain—and now parts of the U.S.—are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including ‘Solidarity Economy’ and ‘New Economy’ to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, ‘a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.’ Feminist geographers Julie Graham and Katherine Gibson developed practices of "mapping" local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Class Format: tutorial

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Fall 2018

TUT Section: T1 TBA Kiaran Honderich

WGSS 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm    Kim Gutschow

WGSS 260 (S) Power, Feminist-Style (DPE) (WI)

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice--the concept of power--from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation: class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
**Expected Class Size:** 19  
**Distributions:** (D2) (DPE) (WI)  
**Distribution Notes:** DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.  
WI: Writing assignments train students’ attention on various elements of argumentation and style and involve peer and teacher review and revision.  
**Attributes:** WGSS Theory Courses  

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**Spring 2019**  
SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder  

**WGSS 261 (S)  The Saint and the Countess: Lost Voices of Medieval Women** (WI)  
Crosslistings: WGSS261 / MUS261  
**Secondary Crosslisting**  
Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.  
**Class Format:** seminar  
**Requirements/Evaluation:** evaluation based on several short papers and presentations, and a final project and presentation  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** current or prospective Music and Women's Gender & Sexuality Studies majors  
**Expected Class Size:** 6  
**Distributions:** (D2) (WI)  
**Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS  

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**Spring 2019**  
SEM Section: 01    TR 9:55 am - 11:10 am     M. Jennifer  Bloxam  

**WGSS 269 (F)  Staging Race and Gender** (DPE) (WI)  
Crosslistings: ENGL249 / THEA249 / WGSS269  
**Secondary Crosslisting**  
This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley’s Black Odyssey, a 21st century production of a black man’s coming into consciousness amidst violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O’Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.  
**Class Format:** seminar
Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Kimberly S. Love

WGSS 274 (S)  'As If Her Mouth Were a Weapon': Jamaica Kincaid  (DPE) (WI)

Crosslistings: ENGL254 / WGSS274

Secondary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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: none

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

Attributes: ENGL Post-1900 Courses;  ENGL 200-level Gateway Courses;

Spring 2019

TUT Section: T1    TBA    Ianna Hawkins Owen

WGSS 324 (S)  Indigenous Women’s History  (DPE) (WI)
What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures—such as La Malinche, Pocahontas, and Sakakawea—as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students’ development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019

SEM Section: 01   TR 8:30 am - 9:45 am   Tyler J. Rogers

WGSS 338 (S) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality  (WI)

Crosslistings: LATS338 / WGSS338 / AMST339

Secondary Crosslisting

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Spring 2019
WGSS 339 (S) Stereotypes, Prejudice, and Discrimination (WI)

Crosslistings: PSYC341 / WGSS339

Secondary Crosslisting

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course; TEAC Related Courses;

Spring 2019

LEC Section: 01  W 1:10 pm - 3:50 pm  Steven Fein
LAB Section: 02  M 1:00 pm - 4:00 pm  Steven Fein

WGSS 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Secondary Crosslisting

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

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

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses
WGSS 361 (F) Writing about Bodies (WI)
Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Secondary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move; i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1 TBA Carol Ockman

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)
Crosslistings: ANTH371 / WGSS371

Secondary Crosslisting

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar
**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women’s, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**Expected Class Size:** 19

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

**Distribution Notes:** DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes weekly writing exercises and monthly ‘writing chats’ with instructor.

**Attributes:** PHLH Methods in Public Health; SCST Related Courses;

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Fall 2018

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

WGSS 453 (S) Women, Gender, and Social Movements in U.S. History  (WI)

Crosslistings: HiST453 / WGSS453

**Secondary Crosslisting**

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

**Class Format:** seminar

**Requirements/Evaluation:** 20- to 25-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** senior History majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** WI: This course will focus explicitly on the process of writing a substantial research paper, including writing a proposal, and workshopping and revising drafts in class.

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

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Spring 2019

SEM Section: 01  M 7:00 pm - 9:40 pm  Sara Dubow

WGSS 468 (S) Practicum in Curating: Visual Art for a Garden  (WI)
This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (here specifically an exhibition at the Marie Selby Botanical Gardens in Sarasota in winter/spring 2019) including 1) research on the artist (TBD) and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks, including gender, sexuality, class, and race; 2) writing requests e.g., loans, rights; and 3) preparations for the press release, wall texts, wall labels, audio guide, and programming for the exhibition. Students may have the opportunity to participate in a WSP in situ the following year on the final stages of production.

**Class Format:** seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

**Requirements/Evaluation:** two to three short research papers (ca. 5 pp. each), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews),

**Extra Info:** final synthetic research project about the artist and the use and significance of flowers and nature in their work

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one 100-level course in ARTH

**Enrollment Limit:** 10

**Enrollment Preferences:** junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

**Expected Class Size:** 10

**Materials/Lab Fee:** field trip expenses that may not be funded by the department (not to exceed $100)

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS

**Attributes:** ARTH post-1600 Courses;